

WORKBOOK

# Singing Wheels

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# Singing Wheels

By Mabel O'Donnell and Helen Gilson

**T**his Workbook is planned to accompany *Singing Wheels*—the Basic Fourth Reader of THE ALICE AND JERRY BASIC READING PROGRAM. The activities included are a definite part of the developmental reading program. In providing for guidance and checking of the pupil's independent reading, they review and supplement the material in the text and in the Teacher's Guidebook. Directions for the use of this Workbook will be found in the Teacher's Guidebook for *Singing Wheels*.

Under six major classifications of skills, the various activities are listed below, with page references.

## 1. Comprehension

- (1) Following directions, pages 1, 5, 15, 19, 23, 26, 28, 32, 33, 42, 44, 64, 73, 106, 108-109, 117, 120
- (2) Gathering information, pages 4, 8, 20, 21, 92-93, 108-109, 119
- (3) Recalling facts and specific details, pages 7, 11, 31, 43, 45, 46, 56, 65, 69, 83, 87, 94, 95, 96, 97, 98, 101, 112-113, 115, 123
- (4) Using a diagram, pages 5, 14, 19, 26, 32, 33
- (5) Using a map, pages 15, 44, 73, 117
- (6) Classifying, pages 16, 36, 43, 76, 89, 112-113, 114, 115
- (7) Reading for specific detail, pages 16, 56, 105, 118, 123, 124
- (8) Interpreting pictures, pages 1, 23, 28, 42, 64, 66-67, 102, 108-109, 120

## 2. Grasp of word meanings

- (1) Using context, pages 6, 10, 30, 47, 59, 70, 121
- (2) Building word pictures, pages 9, 11, 118, 124
- (3) Using a glossary, pages 12, 35, 48, 60, 71, 78, 103, 125
- (4) Compound words, pages 13, 104
- (5) Synonymous meanings, pages 24, 77, 85, 91, 100, 110, 124
- (6) Hyphenated words, page 27
- (7) Writing definitions, page 36
- (8) Homonyms, pages 39, 72, 88
- (9) Antonyms, pages 79, 82, 127

## 3. Associational reading

- (1) Comparing past and present, pages 16, 95, 115
- (2) Using judgment, pages 38, 97, 102, 112-113, 114

## 4. Organization

- (1) Recognizing the main idea in a paragraph, pages 3, 7, 22, 25, 34, 37, 41, 51, 52, 54, 55, 61, 62-63, 65, 66-67, 68, 74-75, 80-81, 93, 107
- (2) Arranging events in sequence, pages 29, 32, 36, 40, 43, 45, 50, 86-87, 94
- (3) Outlining, pages 53, 56, 62-63, 69, 74-75, 80-81, 93, 107, 112-113, 126

## 5. Location of information

- (1) Using a table of contents, page 2
- (2) Using an index, pages 57, 90, 116, 128

## 6. Word recognition

- (1) Using phonetic respelling, pages 10, 30, 47, 48, 59, 60, 70, 71, 77, 78, 79, 82, 85, 91, 96, 100, 103, 110, 121, 125, 127
- (2) Prefixes and suffixes, pages 11, 17, 18, 49, 84, 99, 111, 122
- (3) Syllabication and accent, pages 18, 49, 84, 99, 111

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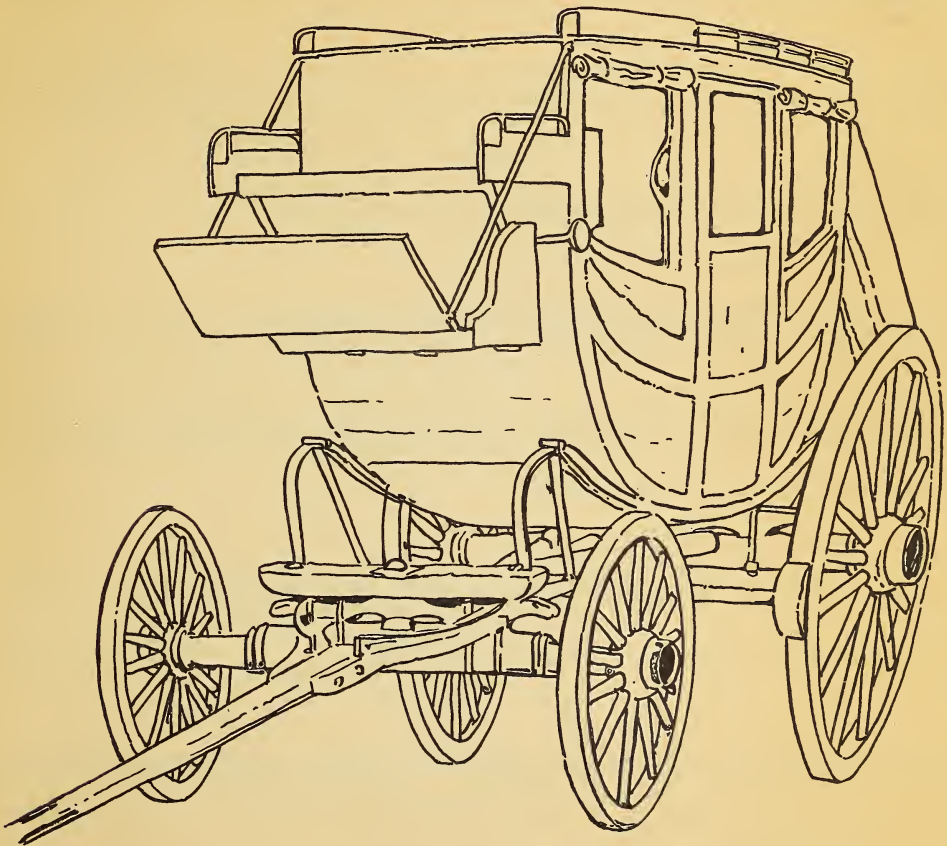
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## Here Comes the Stage! (pages 4-13)

On the picture of the stagecoach put a letter J to show where Lightning Joe sat. Put a T to show where Tom sat. Put a letter P to show where the other people sat. Put a letter B to show where the bags and trunks were carried. Put a letter H to show where the horses were hitched.

Stagecoaches were often painted yellow and were trimmed with black and brown. Color the stagecoach.



## Here Comes the Stage! (pages 4-13)

Use the Table of Contents on pages 2 and 3 of your book to do what you are asked to do below.

1. How many units, or groups of stories, are there in the book? .....
2. In which unit will you find stories about wintertime? Write the unit title here.  
.....
3. Which unit will tell about an exciting ride? .....
4. Which unit will contain stories which take place in March, April, or May?  
.....
5. Which unit will contain stories about life in a log cabin? .....
6. On what page will the story "Merry Christmas" begin? ..... On what page  
will it end? .....
7. If you wanted to read a story about a deer, to what page would you turn? .....  
What would the title of the story be? .....
8. How many stories are there in the unit called "Log Cabin Days"? .....
9. On what page will the story "Fox Fire" begin? ..... On what page will it  
end? .....
10. What is the title of the story which will tell you something about an owl?  
.....
11. If you wanted to learn something about bees, what is the title of the story to  
which you would turn? .....
12. If you wanted to read about boys and girls skating, what story would you read?  
..... To what page would you turn? .....



## Here Comes the Stage! (pages 4–13)

Read each paragraph carefully.

1. Most people paid about five cents a mile to ride on a stagecoach. Sometimes the fare paid depended upon how much a person weighed. Someone who weighed 100 pounds paid one fare. Someone else who weighed 200 pounds paid two fares. Someone who weighed 150 pounds paid a fare and a half. The lucky traveler who weighed less than 100 pounds paid less than one fare.

2. The stage horses had a hard life. The roads were poor and the coaches heavy. On most roads the horses could go no faster than a walk. Their speed was about three miles an hour. After three hours of pulling, even the best horses began to tire. So stage stations where horses could be changed were found about every ten miles.

3. Bags and trunks were stored on top of the stage and were covered with a piece of leather called a boot. At the back of the stage was a rack for more bags. This rack was also called a boot. Under the driver's seat was a place for storing mail and packages. This, too, was called a boot.

4. Most coaches could seat nine people on the inside. There were three seats, each with room for three people.

---

Each phrase below tells what one of the paragraphs is about. On the line in front of each phrase write the number of the paragraph it matches.

..... The boots

..... Stage fares

..... The inside of the coach

..... Stagecoach horses

## Wilder's Inn (pages 14-23)

Read to find out why Mrs. Wilder's letter was not like letters you see today.

### Letters in Early Times

In early times letters were not put into envelopes as they are today because there were no envelopes. The letters were folded and sealed with sealing wax. The wax was bought in hard sticks, like candy, only the sticks were flat and not round. To seal a letter, the stick of wax was held close to a fire until the wax on the end became soft. The soft wax was dropped onto the folded edge of the letter. Then a ring or a small piece of carved wood was pressed down into the soft wax to make it stick to the paper. When the ring or the piece of wood was

lifted, its print could be seen plainly in the wax.

There were no stamps for letters. It cost ten cents to send one piece of paper thirty miles. The postmaster would mark ten cents in the upper right-hand corner of the letter where the stamp is put today. But if the letter was going more than four hundred miles, twenty-five cents was marked on it. If two pieces of paper were used, the cost was two times as much. The people to whom the letters were sent paid the postage when the letters arrived.

Answer these questions.

1. How much did it cost to send a letter two pages long thirty miles?

.....

2. How much did it cost to send a letter two pages long more than 400 miles?

.....

3. Who paid the postage on the letter Mrs. Wilder received from her mother?

.....

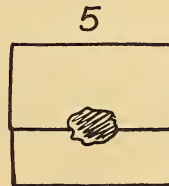
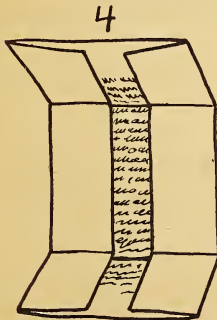
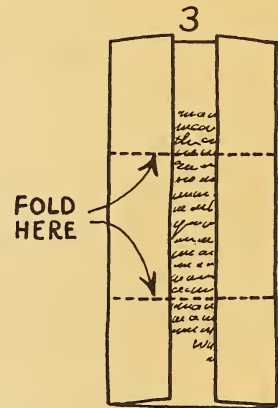
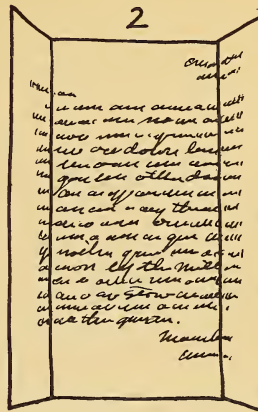
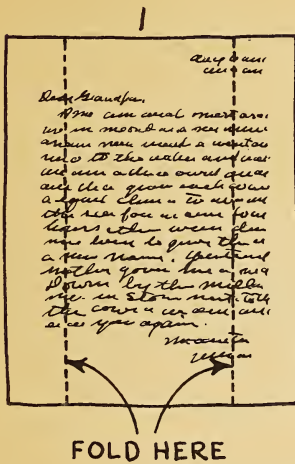


## Wilder's Inn (pages 14-23)

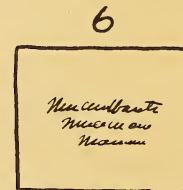
Mrs. Wilder wanted to send her mother a letter. She wanted to have it ready for Lightning Joe on his return trip from the West. Make believe you are Mrs. Wilder and write the letter.

The pictures below will show you how to fold your letter. On the front of the letter write the name of Mrs. Wilder's mother and the name of the town and state in which she lived. Make up these names. Write in the upper right-hand corner the amount of money you think Mrs. Wilder's mother will have to pay when the letter arrives.

Plan a way to make some sealing wax to seal your letter.



BACK



FRONT

## Wilder's Inn (pages 14-23)

disappointed	worrying	valley	fresh
tantalizing	rippled	merchants	imagine
twittering	splendid	temper	narrow

Let the sense of the sentence suggest the missing word. Write the right word in each sentence where a word is missing.

1. This road is too ..... for two cars to pass.
2. We stopped by the brook to watch the water as it ..... over the stones.
3. Jack is always in a fight. He has a very bad .....
4. I have lost my new pocketbook. I cannot ..... what I did with it.
5. There was to be a parade on Main Street. All the ..... had decorated their stores.
6. "Jack can take care of himself. Stop ..... about him," said Jack's dad to his mother.
7. Jim is well enough now to play in the ..... air.
8. We live in the ..... at the foot of the mountains.
9. I jumped out of bed just as the sun was coming up. I could hear the birds ..... in the trees.
10. Bob made a model airplane that won a prize. It was a ..... piece of work.
11. "You are never on time for anything," said Mother to Jane. "How can you be so .....?"
12. When the train came in last night and Dad was not on it, we were very much .....



## All Aboard! Stage Going! (pages 24–34)

Four ways of traveling westward are told about in this story. Write the four ways, numbering them 1, 2, 3, 4.

---

---

Finish each sentence.

1. A “lazy board” is \_\_\_\_\_  
\_\_\_\_\_
2. Thunderheads are \_\_\_\_\_
3. Covered wagons traveled about \_\_\_\_\_ or \_\_\_\_\_  
miles a day.

---

---

Here are main ideas from some paragraphs in the story. In front of each main idea write the page and the paragraph number that belong with it.

Page .....	Paragraph .....	The rolling prairies
Page .....	Paragraph .....	Foot and horseback travelers
Page .....	Paragraph .....	King of the stage
Page .....	Paragraph .....	Buffalo trails
Page .....	Paragraph .....	Indian trails, white men’s roads

The Story of the Buffalo

In the early days of our country there were a great many buffalo. They lived on the prairies in the West. The high grass of the prairies was their food.

Buffalo were very heavy animals, but they were light on their feet and could run very fast. A swift horse could hardly keep up with buffalo when they were running. Buffalo were not easily tired, so they could travel a long way in one day.

The hoofs of the buffalo were so sharp that the ground over which the large animals ran was cut up, and the grass was gone. Wherever the buffalo went, they left a trail of cut-up ground.

There were hundreds and hundreds of buffalo in a herd. Each herd had a leader, and the other buffalo in the herd always followed him. Most of the time the buffalo traveled in single file, that is, one behind the other.

Write one or two words to finish each sentence.

1. Buffalo made their homes on the Western .....
2. Their main food was .....
3. They could travel at the same speed as a .....
4. Buffalo trails were made by the animals' .....
5. Hundreds of buffalo traveling together were a .....
6. When animals travel one behind the other, they travel in .....



## All Aboard! Stage Going! (pages 24-34)

restless

astonished

important

offended

foolish

Each of the paragraphs below suggests how someone felt. Read each paragraph. Then finish the sentence below the paragraph by writing in the right word.

1. Father heard the bell and went to the door. There, smiling up at him, was an old friend whom he had not seen for years and years.

Father was simply .....

2. Jack had an important part in the play. He knew every line he had to say. Then, right in the middle of his best speech, his wig fell off. There he stood in the middle of the stage with his own hair showing.

Jack felt very .....

3. Jane got up from her chair and went to the window. Then down she sat again. She went upstairs and down again. She started to read a book and then dropped it on the floor. Then she went out to the kitchen.

Jane was feeling very .....

4. Mrs. Gray always said what she thought, and sometimes she hurt people's feelings. One day she told Mrs. Lee that she did not like Mrs. Lee's new coat at all.

Mrs. Lee felt very much .....

5. "I leave you in charge of everything," Dad said to Dan, as he left home on a long trip. "Take good care of your mother and your sister Sue. You are the man of the house now."

Dan felt very .....

## All Aboard! Stage Going! (pages 24-34)

Let the sentences tell you what each new word means.

1. At times, so many buffalo used a trail that the path became very deep, so deep that the animals stopped using it. Then the bison (bī's'n) made another trail beside the first.

A buffalo is also called a .....

2. In early days there was only one kind of ship in which to cross the ocean. This was a large sailing vessel (vēs'l).

Vessel is another name for a .....

3. One kind of early sailing vessel was called a schooner (skōōn'er). The body of a covered wagon was shaped so much like a schooner that people called a covered wagon a prairie schooner.

A schooner was a .....

A prairie schooner was a .....

4. After a rainstorm Lightning Joe took great care to see that the wheels of the stage were not mired (mīrd) in the mud. If the wheels did become stuck, it took a long time to free the heavy coach.

To be mired is to be .....

5. There was a yoke (yōk) across the necks of the oxen. In the middle of this wooden collar was an iron ring.

An ox yoke is a .....

## An Exciting Adventure (pages 35-42)

When the coach was stuck in the mud, what was done to get it out? Draw a line under each sentence that tells what was done.

1. Lightning Joe whipped the horses.
  2. Mr. Eastman helped to use a tree trunk as a lever to lift the rear axle.
  3. All the passengers got out to make the coach lighter.
  4. Some of the men lifted the wheel.
  5. Tom helped push from the back of the coach.
  6. Lightning Joe guided the horses.
- 

Which of these words is missing in each sentence below? Write in the missing word. Add *s* or *ed* to the word if you need to do so.

beaver	box	corduroy	light	pass
bottom	coach	dress	mouth	stage
		ground		

1. We finally found a seat in the last ..... on the train.
2. We saw some animals called ....., cutting down trees.
3. My new school suit is made of .....
4. We cannot drive through this mountain ..... because of the snow.
5. At this ..... of the game, the score is 6 to 2.
6. Tom took the bat and went to stand in the batter's .....
7. I saw some wild ducks ..... upon the water.
8. The plane was ..... because of the storm.
9. The cut in my finger was so deep that the doctor had to ..... it.
10. There is an island at the ..... of the river.
11. Write your name down here on the ..... line.



## An Exciting Adventure (pages 35-42)

Each word has more than one meaning.

---

Which meaning belongs in the sentence?

---

**board.** 1. A thin, flat piece of wood.  
2. To get onto a train or ship. 3.  
Meals served for pay.

---

I paid twenty-five dollars a week for  
board and room.

*Board* has meaning .....

---

**change.** 1. To make something look  
different. 2. Coins or pieces of money.

---

Put this change into your pocket.

*Change* has meaning .....

---

**draw.** 1. To sketch a picture of. 2. To  
pull or stretch.

---

Draw in on the reins to stop the horse.

*Draw* has meaning .....

---

**left.** 1. Departed. 2. The opposite  
of right.

---

Our visitors left for home this morning.

*Left* has meaning .....

---

**rear.** 1. To rise on one's hind legs.  
2. Behind or at the back of.

---

All at once my horse started to rear.

*Rear* has meaning .....

---

**trunk.** 1. A box or chest for storing  
things. 2. The upright stem of a tree.  
3. An elephant's nose.

---

Lightning struck the trunk of our  
maple tree.

*Trunk* has meaning .....

---

**waist.** 1. The small, middle part of the  
body. 2. A blouse.

This belt just fits around my waist.

*Waist* has meaning .....

## An Exciting Adventure (pages 35-42)

1	2	3	4	5	6
horse	beams	tree	side	river	set
after	back	road	berries	down	bank
sun	noon	blue	tops	sun	stream

Can you join the words in Row 1 with the words in Row 2 to make compound words? Be sure to make words which are sensible. Write the words on the lines below. Do Rows 3 and 4, 5 and 6 in the same way.

-----	-----	-----
-----	-----	-----
-----	-----	-----

In the following paragraphs the compound words have been omitted. Write in the omitted words. Be sure they make sense in the sentence.

We went ----- riding this -----.

We took the road along the river. The trees shaded the path, but here and there the -----  
----- shone down through the -----.

Once we stopped our horses at a ----- stand so that we could buy some juicy -----.

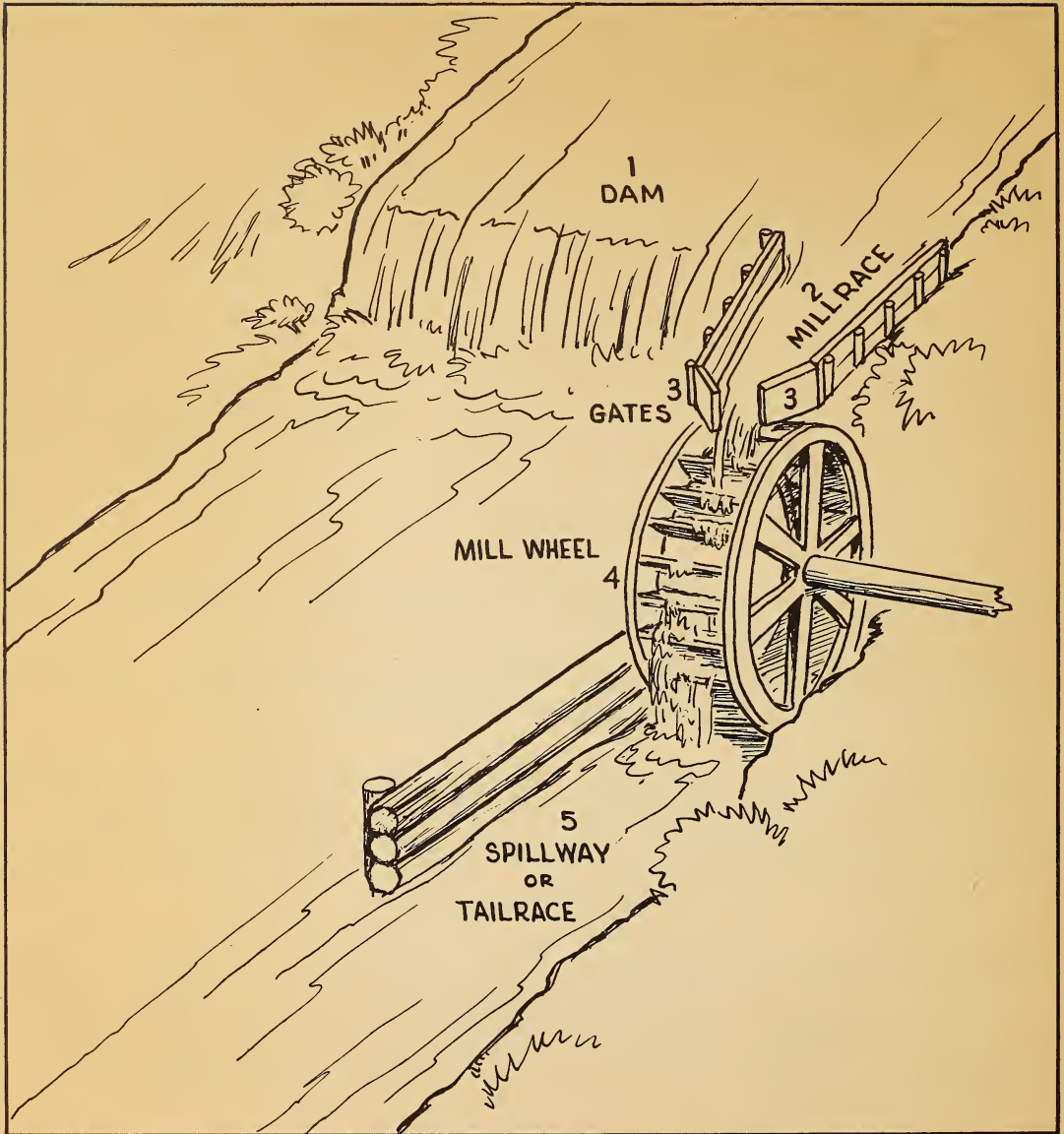
We rested for a while on the -----.

We watched an empty boat floating slowly -----.

When we saw the first colors of the ----- in the western sky, we started for home.

## Hastings Mills (pages 43-51)

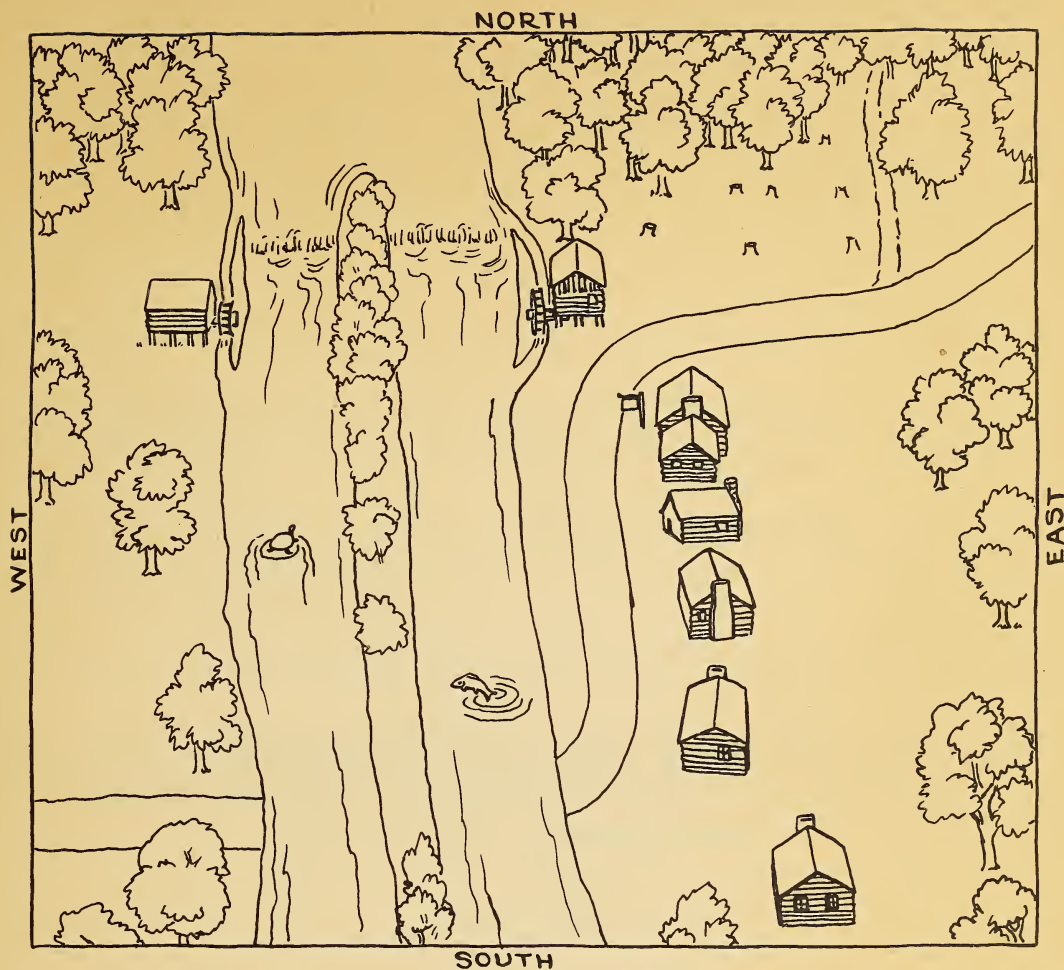
### A Diagram to Show How a Mill Wheel Works



(To be used by the teacher as suggested in the lesson plans for this unit in the *Guidebook*.)



# Hastings Mills (pages 43-51)



1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

7. ....
8. ....
9. ....
10. ....
11. ....

(To be used by the teacher as suggested in the lesson plans for this unit in the *Guidebook*.)

## Hastings Mills (pages 43-51)

Here is what travelers in the early days had to pay for food and for a bed when they stopped at an inn.

In Early Times		Today
Breakfast	25¢	_____
Dinner	25¢	_____
Supper	25¢	_____
Bed	25¢	_____
Horse in a pasture for a night	12½¢	_____ Auto in parking lot
Horse in a barn for a night	25¢	_____ Auto in garage

Do you know what today's prices would be? If you do, write in the correct prices under the title *Today*. If you do not know, find out first and then write in the prices.

---

---

What birds and wild animals will Tom see when he goes hunting? Turn to pages 11, 27, 44, and 49 of your book and find the names. Write the names below. Put a check in front of those you have seen.

### Wild Animals

_____	_____
_____	_____
_____	_____

### Birds

_____	_____
_____	_____

What animal will Tom not see? \_\_\_\_\_

## Hastings Mills (pages 43–51)

Add the suffix *ing* to these words. What must you do before you add the suffix?

drive

excite

guide

slope

surprise

grumble

arrive

stumble

sparkle

.....	.....	.....
.....	.....	.....
.....	.....	.....

---

---

Add one of these suffixes—*er*, *est*, *es*, *ed*—to the following words. Make sensible words. What must you do before you add the suffix?

easy

lucky

worry

hurry

cry

family

try

lovely

lady

.....	.....	.....
.....	.....	.....
.....	.....	.....

---

---

Add the suffix *ing* to these words.

carry

try

cry

hurry

worry

empty

.....	.....	.....
.....	.....	.....

---

---

Add one of these suffixes—*ed*, *er*, *est*, *y*, *ing*—to each of the following words. What must you do first?

slip

fun

run

big

flat

sun

slap

sit

stop

.....	.....	.....
.....	.....	.....
.....	.....	.....



## Hastings Mills (pages 43-51)

consonants

vowels

One of the above words is needed to complete each of the following sentences. Write in the right word.

1. *B, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z*, and sometimes *y* are .....
2. *A, e, i, o, u*, and sometimes *y* are .....

Write each of the following words by syllables. Where will you divide each word?

suppose

arrive

bonnet

.....

.....

.....

shaggy

chatter

button

.....

.....

.....

### Something to Remember

Every syllable in a word must have at least one vowel. Check each syllable in the above words. Does each syllable have at least one vowel?

A suffix has been added to each of the following words. The suffix adds a syllable. Write each word by syllables.

backward

hunted

dusty

.....

.....

.....

payment

smoothest

grinding

.....

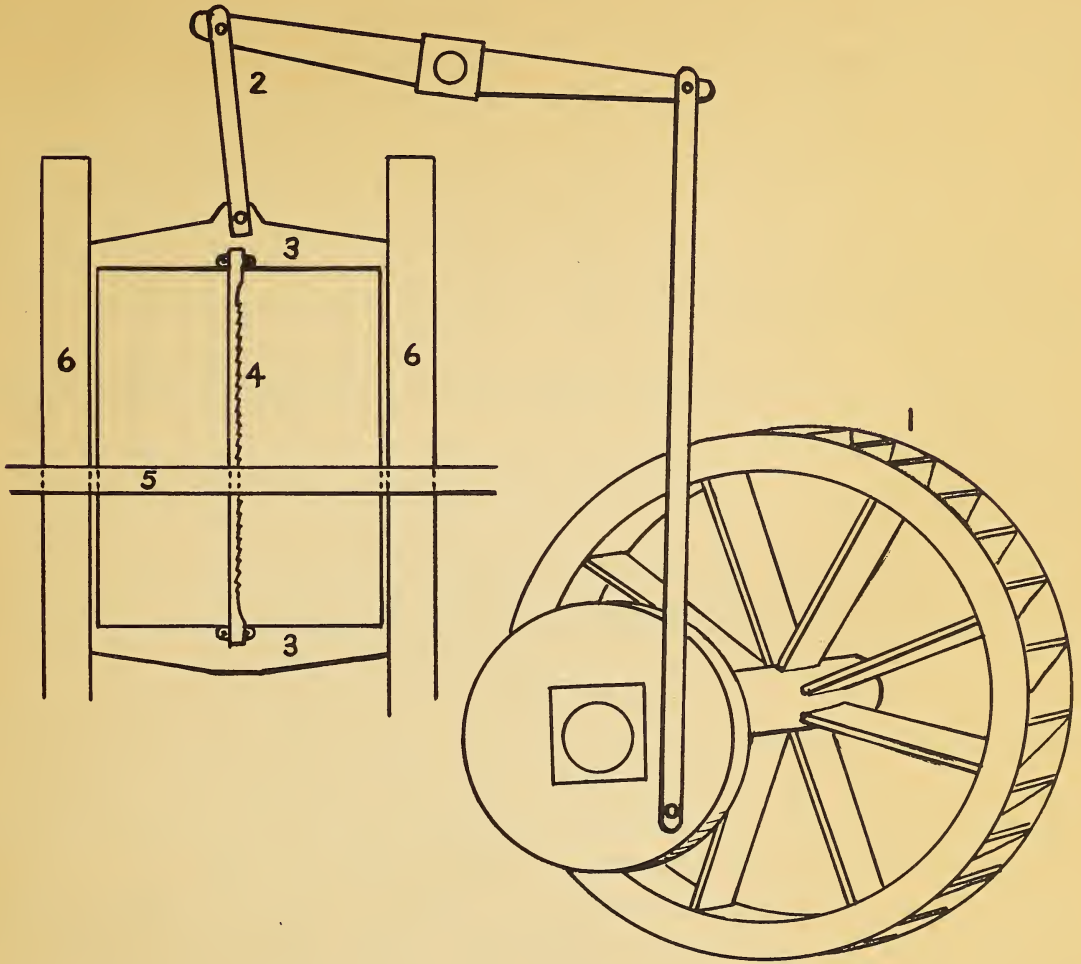
.....

.....

Check each syllable. Does each syllable have at least one vowel?

## Getting Acquainted (pages 52-60)

Here is a diagram to show how the saw in Pa's sawmill worked. Below are the names of the numbered parts. In front of each name write the right number.



- |                             |  |
|-----------------------------|--|
| ..... the mill wheel        | ..... the crosspieces which held the saw             |
| ..... the saw               | ..... the casings, or framework, in which the cross- |
| ..... the floor of the mill | pieces moved up and down                             |
| ..... the hinged connection |  |

## Getting Acquainted (pages 52-60)

### How Travelers Carried Their Clothes

Travelers' trunks were covered with pigskin or deerskin with the hair left on it. Because the trunks had hair on the outside, they were called hair trunks. A hair trunk was small so that it would fit under the seat of a stagecoach if the traveler did not want it put on top of the coach.

Ladies carried bandboxes covered with gay paper. These bandboxes held bon-

nets and small pieces of clothing. Gentlemen had hatboxes made of heavy leather that were just the right size to hold a high beaver hat.

Many travelers carried carpetbags. These were long bags made of carpet or heavy cloth. Carpetbags had wooden handles and looked very much like the knitting bags that ladies carry today, only they were much longer.

In what four ways did travelers in early days carry their clothes? Write the four ways on the lines below.

---

---

---

---

---

---

### Foxes

The red fox makes his home in the woods, but he can often be seen on the prairie near the forest. His home is a hole either in the ground or in the rocks. Foxes eat mice, rabbits, and other small animals. They like chickens, too, and often a pioneer farmer would find that chickens had been stolen from his henhouse. Foxes take very good care of

their young. The baby foxes do not open their eyes until they are nearly a month old. The cry of the fox sounds like the bark of a dog.

During the winter the Indians and the early settlers killed foxes for their furs. The settlers knew that the furs were as good as money. They could trade them at a store for things that they needed.

1. Draw a line under the words that tell what foxes eat.
2. Draw a line around the words that tell what the fox's cry is like.
3. Draw two lines under the sentence that tells the kind of home in which the fox lives.



## Getting Acquainted (pages 52-60)

### The Prairie Chicken

The prairie chicken is about as big as an ordinary hen. It is brownish red with markings of black. In the early days great numbers of these birds could be seen on the prairies. Both the Indians and the white men used the prairie chicken for food. As more and more settlers moved west, more and more prairie chickens were killed. But they have not disappeared so fast as the buffalo have, and they can be seen today on the prairies of the West.

These wild chickens can fly a long way. During the day they fly far over the prairie, looking for the seeds that they eat for food. They build their nests in the high grass.

In the winter prairie chickens stay together in large flocks and live near food and shelter. They may even visit a farmer's barnyard to get wheat and corn when they cannot find food on the prairie. But they return at night to sleep in the dead grass along a river bottom.

1. Write the number of the paragraph that tells where the prairie chicken builds its nest. ....
  2. Draw a line under the words that tell how big the prairie chicken is.
  3. Write here the words that tell when the prairie chickens live in flocks. ....
- .....

---

---

### Coon Hunt

On moonlight nights the early settlers liked to go coon hunting. They took their dogs with them. The dogs, with their noses to the ground, raced ahead

of the hunters to the woods. As soon as a dog treed a coon, a shot would be heard, and a raccoon would come tumbling down from a tree.

1. Draw a line under the phrase which tells when coon hunts took place.
2. Draw a line around a word which is another name for a coon.

## The Smithy (pages 61-66)

### How Mr. White Made Horseshoes

1. In Mr. White's shop there were many horseshoes. There were big shoes, small shoes, and middle-sized shoes. Horses need certain sizes of shoes, just as people do. Mr. White liked to store up shoes and have them ready. When he was not busy putting shoes on horses or making other things out of iron, he was making more shoes.

2. This is how he heated the iron to make a shoe. He took a piece of iron just long enough for a shoe and put it into the coals of his forge with a pair of long pincers, called tongs. He pulled on the strap that worked the bellows. The air from the bellows made the fire burn brighter. Soon the iron grew very hot.

3. Then Mr. White took the iron from the forge with his tongs and placed it on the small end of the anvil. He hit the red-hot iron with his hammer until it was the shape of a shoe.

4. After the shoe was shaped, he put it back into the forge and let it get red hot. Then he put it on the anvil again and made holes in the shoe with a sharp tool. These holes were for the nails that held the shoe on the horse's hoof.

5. When the shoe was finished, it was held in the water barrel to cool. Then the shoe was ready to be hung on the wall.

---

In front of each phrase write the number of the paragraph for which that phrase tells the main idea.

..... Cooling the shoes

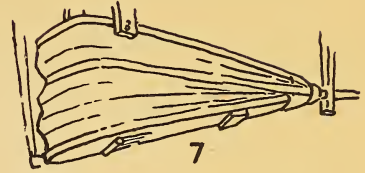
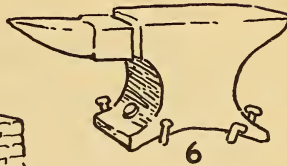
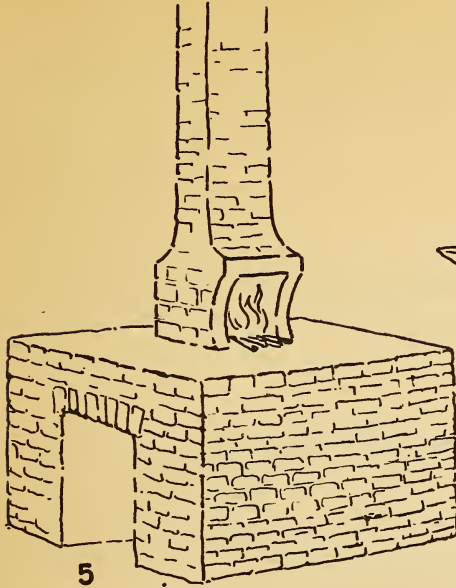
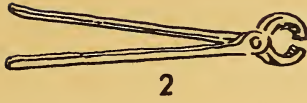
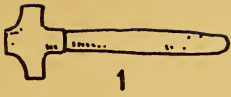
..... Heating the iron

..... Storing horseshoes

..... Making the holes

..... Shaping the shoes

## The Smithy (pages 61-66)



Here are things you would see in the blacksmith shop. After each number below write the name of the numbered thing. Check your spelling with your book or with page 22 of the workbook.

1. ....

5. ....

2. ....

6. ....

3. ....

7. ....

4. ....

8. ....

A pair of pincers is also called a pair of .....

## The Smithy (pages 61-66)

Find a word or phrase below which means the same or nearly the same as the underlined phrase in the sentence. Write the number of the word or phrase on the line in front of the sentence. The first one is done for you.

11. Tom felt all hollow inside.
- ..... We walked home through a driving rain.
- ..... The farmer needed a fresh team of horses.
- ..... The driver cracked the whip above the horses' heads.
- ..... The men crowded out of the coach.
- ..... There is rich soil in this garden.
- ..... The horses were digging up the road with their hoofs.
- ..... Suddenly the hunter's eye lighted upon a deer.
- ..... We heard the distant tinkle of cowbells.
- ..... Our boat floated downstream to the place where the river flowed into the lake.
- ..... All we could see to the north, south, east, or west were the rolling prairies.
- ..... There were many gardens in the bottom lands of the river.
- ..... Something out of the ordinary was about to happen.
- ..... The room was as full of chatter as a hive is of bees.

- 
1. special
  2. discovered
  3. piled out
  4. a heavy rainfall
  5. buzzed with talk
  6. along the shore
  7. snapped the whip

8. two horses that were not tired
9. to the mouth of the river
10. good ground for growing
11. very hungry
12. pawing the ground
13. in every direction
14. the faraway sound



## Other Places to Go (pages 67-74)

### Getting Corn Ready for the Mill

1. During the summer the corn grew tall. The ears grew large, and the kernels became yellow and hard. The farmer cut the corn and tied it into bundles. Then he stood the bundles in piles that looked like Indian wigwams. This was called harvesting the corn.

2. In late autumn the farmer opened the bundles and pulled off the ears. He pulled the covering, or husks, from the ears and threw the yellow ears into piles on the ground. The piles of husked corn were taken to the barn in ox carts.

3. All the family helped to shell the corn. They sat on the floor or on low stools and shelled the corn into aprons or pails. To shell the corn, two ears were rubbed together until the kernels fell off.

4. The shelled corn had chaff in it. Chaff is small pieces of the husks or cob that come off with the kernels. On a windy day a blanket was spread on the ground, and the shelled corn was poured slowly onto it from a pail. The wind blew the chaff away, and the corn on the blanket was clean and ready to be ground into grist. This was called winnowing the corn.

---

In front of each phrase write the number of the paragraph for which that phrase tells the main idea.

..... Winnowing the corn

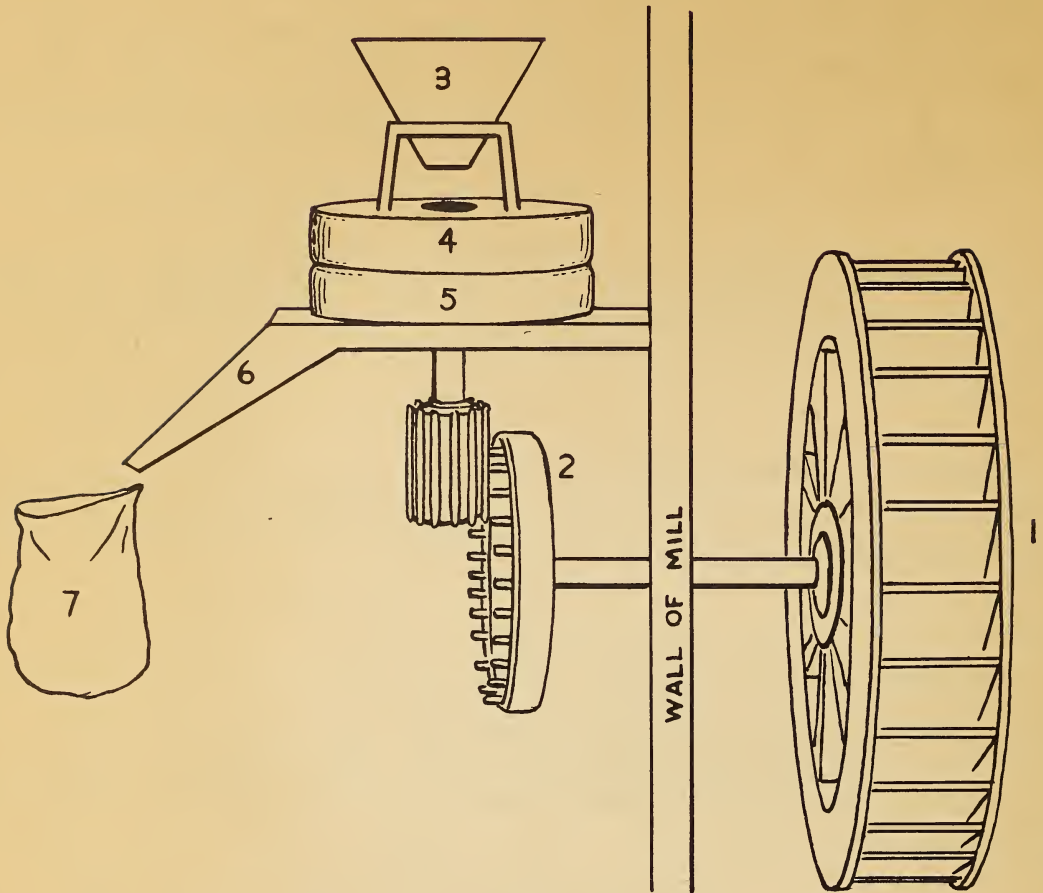
..... Shelling the corn

..... Harvesting the corn

..... Husking the corn

Write in the missing word.

Small pieces of husks or cob left after the corn has been shelled are called



Above is a diagram showing how the millstones in Mr. Gray's mill worked. Below are the names of the numbered parts. In front of each name write the number in the diagram which goes with that name.

..... mill wheel

..... wheel connection

..... grain bag

..... upper millstone

..... lower millstone

..... trough

..... hopper

## Other Places to Go (pages 67–74)

In the following paragraphs the first part of each hyphenated word has been omitted. Can you use one of the following words and write in the missing part? The first one is done for you.

bright	knee	pleasant	swift
good	long	snow	two

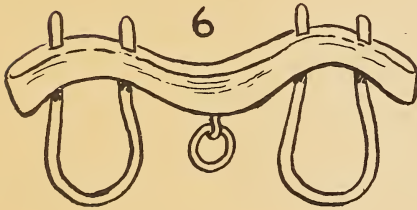
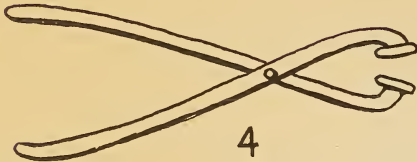
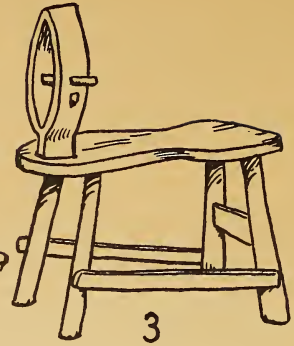
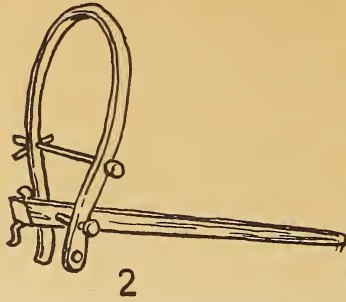
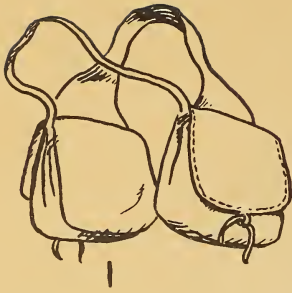
We stopped our car on the banks of a \_\_\_\_\_ swift \_\_\_\_\_-running river. While we ate our picnic lunch, we looked up at the \_\_\_\_\_-capped mountains.

Before long a .....-eyed boy came along, pulling a .....-wheeled cart. He said "Hello" in a .....-sounding voice. His .....-eared dog came sniffing around our roadside table for something to eat. We gave the dog a .....-tasting bone. He ran off into a field where the grass was .....-high.

Now write each of the hyphenated words. Arrange the words in alphabetical order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

# The Old Harness Shop (pages 75-83)



Here are things you might see in a saddler, or harness, shop. After each number below write the name of the numbered article. Check your spelling with your book.

1. ....
2. ....
3. ....
4. ....

5. ....
6. ....
7. ....

Put in the missing words.

A saddler is another name for a .....



**Making Leather**

The skin of an animal is called a hide. Many things must be done to a hide before it becomes leather. A hide, before anything has been done to it, is called a green hide. After it has been made into leather, it is called a tanned hide.

The pioneers put green hides into big vats, like tubs, and covered them with water and the ashes of oak wood so that the hair would come off easily. After a few months men took the hides from the vats and scraped off the hair.

Then the hides were put into other vats filled with water and the bark of the hemlock tree. The hides stayed in these vats for months. Then they were taken out and washed and dried.

After the hides were dry, they were rubbed with a stone to make them smooth. Then the hides were oiled to make them soft. After all this work was done, the hides did not look at all as they did in the beginning. They were now fine leather.

---

Number these sentences in the right order to show the steps in making a green hide into soft leather.

- ..... The hides were oiled.
- ..... The hides were put into vats filled with water and oak ashes.
- ..... The hides were washed and dried.
- ..... The hair was scraped from the hides.
- ..... The hides were put into vats filled with water and the bark of the hemlock tree.
- ..... The hides were rubbed with a stone and made smooth.

## The Old Harness Shop (pages 75-83)

Let the sentences tell you what the new words mean.

1. The early settlers had all the wild game they could eat. They had bears, rabbits, wild turkeys, ducks, and geese.

Another name for wild animals and birds is wild .....

2. I remember a song Grandmother used to sing to me. It was a lullaby (lŭl'a bī) to put me to sleep.

A lullaby is a .....

3. The hounds ran along with their noses to the ground. The hunters followed on horseback. Before long the barking of the dogs told us that the fox was cornered.

A hound is a .....

4. It was not a high hill, just a little grassy knoll (nōl). But from the top of the knoll, we could see far across the river to the park on the other side.

A knoll is a .....

5. In early days food was cooked in iron kettles suspended (sus pĕn'ded) on hooks above the fire. The hook from which the kettle hung was also of iron.

Suspended means .....

6. Lightning Joe was a very jovial (jō'vi al) man. Travelers on his stagecoach told other travelers how jolly he was.

To be jovial is to be .....

## Home (pages 84-92)

Finish each sentence by writing in the missing word or words.

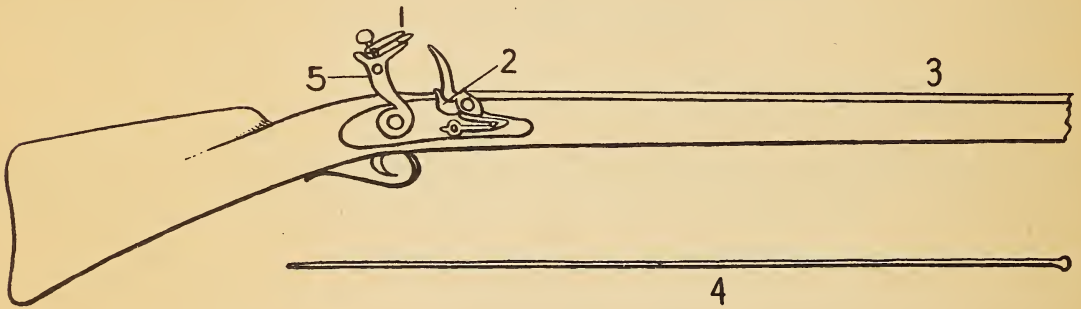
1. There were ..... rooms in the cabin.
2. There were ..... windows in the big room.
3. The big room had a ..... door and a ..... door.
4. The window in the ..... room had no glass in it.
5. The cabin had a ..... floor.
6. Ma and Pa slept in the ..... room.
7. Sally's bed was in the corner of the ..... room.
8. The ..... leading to the attic was by the .....
9. Tom slept in the .....
10. Jim slept in a ..... bed in the ..... room.
11. The fireplace was made of .....
12. The rain barrel was outside the cabin by the ..... door.
13. The things Pa brought from the East were the window ....., the  
....., and the .....
14. The rugs were made by ..... pieces of .....  
together.

CHECK YOUR SPELLING WITH YOUR BOOK.

## Home (pages 84-92)

Each phrase tells one thing Tom would do to load Jenny. Number the phrases to show the first step, the second, and so on.

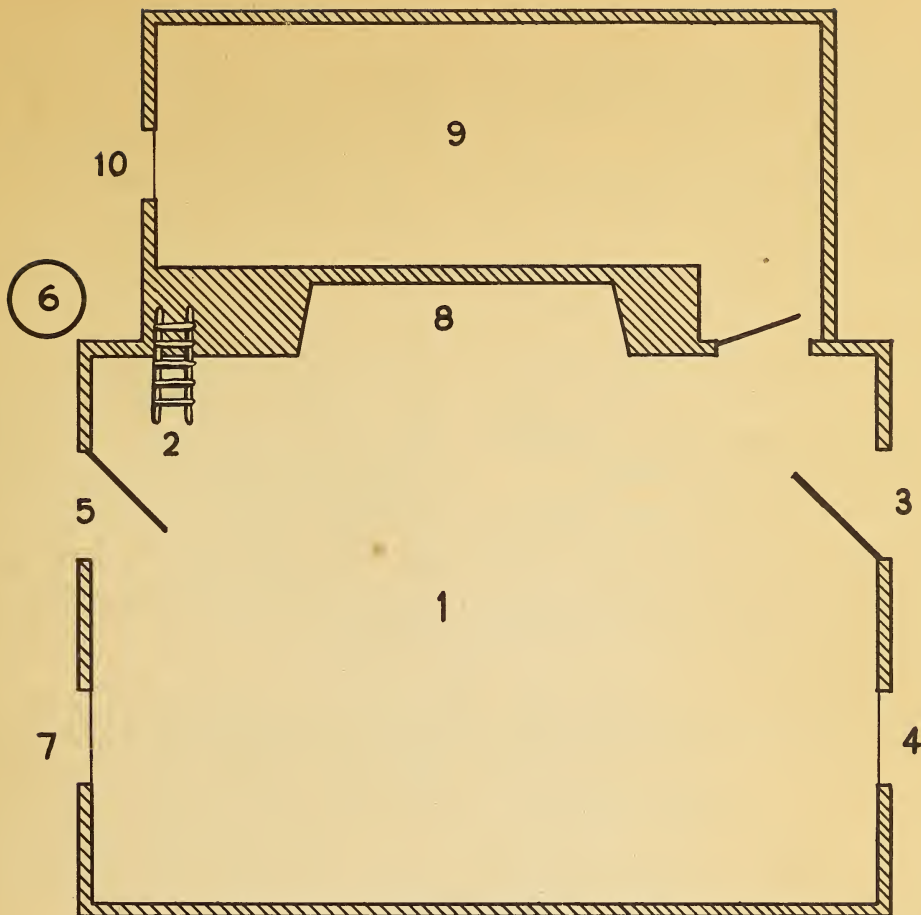
- ..... Drop the powder down the barrel of the gun
- ..... Take some powder from the powder horn
- ..... Shake the gun until the powder reached the bottom of the barrel
- ..... Ram the patch and the bullet down the gun barrel
- ..... Put the bullet on the greased patch
- ..... Take a patch and a bullet from the bullet pouch
- ..... Lift the hammer of the gun
- ..... Put some powder into the pan



Here is a diagram of Jenny. After each number below write the name of the numbered part.

- |         |         |
|---------|---------|
| 1. .... | 4. .... |
| 2. .... | 5. .... |
| 3. .... |         |





Here is a floor plan of the Hastings cabin. After each number below write the name of the part of the cabin shown in the plan.

- |         |          |
|---------|----------|
| 1. .... | 6. ....  |
| 2. .... | 7. ....  |
| 3. .... | 8. ....  |
| 4. .... | 9. ....  |
| 5. .... | 10. .... |

Baking in a Brick Oven

Ma's oven was in the stone wall of the fireplace, about halfway between the top of the fireplace and the floor.

The oven was made by making a deep hole in the stone wall. This hole was lined with brick and was closed with an iron door to keep in the heat. Near the top of the oven, on the inside, was an opening that led into the fireplace chimney. Smoke from the oven went through this opening and up the chimney.

On the days when Ma had baking to do, she built a fire in the oven. She built the fire with small sticks to make it burn fast and heat the bricks of the

oven quickly. When the bricks were hot, Ma scraped out the fire and brushed out the ashes with a turkey wing.

Then she put her pies, her loaves of bread, and her pans of beans into the oven. Because the hole was so deep and the bricks hot, Ma used a long-handled wooden shovel, called a peel. She put a loaf of bread on the peel and pushed it far to the back of the oven. Then she turned the handle of the peel and slipped the bread off onto the hot bricks. When the oven was full, she closed the iron door. The heat from the bricks cooked the food.

---

The first paragraph tells *where* the brick oven was. The main idea is *Where the brick oven was*.

Each of the other paragraphs tells *how* something was done. Write the main idea of each paragraph.

Paragraph 2 .....

Paragraph 3 .....

Paragraph 4 .....

## Home (pages 84-92)

Each word has more than one meaning.

---

**fig'ure.** 1. A number, as 1. 2. The form or shape of something. 3. To reckon or work with numbers.

---

Which meaning belongs in the sentence?

---

I saw the figure of a boy in the doorway.

*Figure* has meaning .....

---

**file.** 1. A row of people, one behind the other. 2. A drawer or drawers for keeping papers in order. 3. A piece of steel used for smoothing off the top of something.

---

I must put these letters away in the file.

*File* has meaning .....

---

**leaf.** 1. One of the green parts growing from the stem of a plant. 2. A page of a book. 3. A part of a table top which can be removed.

---

We will have ten for dinner. I must put another leaf in the table.

*Leaf* has meaning .....

---

**note.** 1. A short letter. 2. A musical sound. 3. To notice.

---

Did you note how tall Jack has grown this summer?

*Note* has meaning .....

---

**shade.** 1. A tint or color. 2. A covering for a window. 3. A place out of the sunlight.

I have always liked that shade of pink.

*Shade* has meaning .....

## Off for the Big Woods (pages 93-103)

Finish this sentence by writing in the right words.

A half-breed is a man who is .....

.....

Here are things that Tom and Pierre did to get the yearlings ready for work. Put 1 in front of the thing they did first, 2 in front of what they did next, and so on.

..... Led the calves from the barn

..... Fastened the bows

..... Hitched them to the cart

..... Put on the yoke

..... Filled their pockets with carrots

..... Cracked the whip to get them started

..... Held a carrot in front of the nose of each calf

---

---

Here are important things to know about yearling calves. Write *Tom* in front of the sentences which tell what Tom already knew. Write *Pierre* in front of the things Pierre had to tell him.

..... Never hit yearling calves with an ox whip.

..... If you want them to go right, say "Gee!"

..... Speak quietly even when the calves make you cross.

..... If you want them to go left, say "Haw!"

..... Never do anything to excite them.

..... Feed them plenty of carrots.

..... Crack the whip above their heads to get them started.

..... If you are not gentle with them, they will run away.



## Off for the Big Woods (pages 93-103)

### How to Break In Oxen

When calves are about seven months old, their training begins. The first step is to teach them to walk together. A yoke is put on their necks. The calves do not like this at first, so they try to pull in different directions. The trainer puts a stop to this by tying their tails together. For a few hours each day the calves walk around with their necks held close under the yoke and their tails tied together.

The next step is to teach the calves the meaning of the words "giddap" and "whoa." The trainer does this by touching the calves lightly on their backs with

the end of the whip or by poking them in the sides with a long stick, called a goad.

The third thing for the calves to learn is to turn the right way when the driver calls "gee" and "haw." With the word "gee" the whip is cracked on the right side of the oxen, and they turn to the right. With the word "haw," the whip is cracked on the left side, and the oxen turn to the left.

The trainer always pays the oxen for learning each direction. He may give them carrots or apples. He also rubs their heads and faces.

---

1. What are the calves learning to do in paragraph 1? What is the main idea of that paragraph? Write the main idea.

2. Write the main ideas of paragraphs 2 and 3.

3. What is the trainer doing in paragraph 4? Write the main idea.

## Off for the Big Woods (pages 93-103)

Imagine that you are Tom. You have many things to do today for your ma. After each sentence write the name of the place to which you would go or the name of the person to whom you would go. Check your spelling with your book.

1. You are to see whether a letter has come from Grandpa on the last stage. ....  
.....
2. You are to have some corn ground into meal so that Ma can make some corn bread. ....
3. Ma has used the last of the salt in the baked beans. You are to get some more.  
.....
4. Ma wants two big iron hooks made. ....
5. The wood box needs to be filled. ....
6. The cover to the butter bucket is broken. Ma needs a new, clean, smooth board for a cover. ....
7. She needs a leather strap to put around a bundle she wants to store in the attic.  
.....
8. She wants a pail of fresh drinking water. ....  
.....
9. A few bricks have fallen out of her fireplace oven. She wants new bricks to take their place. ....
10. Ma also needs a little plaster. ....
11. She would like some warm rabbit fur to make mittens for Jim. ....  
.....

## Off for the Big Woods (pages 93-103)

Here are pairs of words which sound alike but have different meanings. Think what each word means. Then finish each sentence below by writing in the right word.

through	whole	deer	waist	tail	road	rains	in	see
threw	hole	dear	waste	tale	rode	reins	inn	sea

1. Lightning Joe pulled on the ..... to stop the horses.
2. When the ..... came, the coach was often mired in the mud.
3. The ..... blacksmith shop was filled with iron tools.
4. Air came through the ..... in the nose of the bellows.
5. This belt will not fit around my .....
6. Pa did not want Tom to ..... time when there was work to be done.
7. The red fox has a white tip on the end of his .....
8. Lightning had many an exciting ..... to tell.
9. The houses ..... Hastings Mills were all log cabins.
10. We stayed all night in a mountain .....
11. We looked ..... the windows of the coach.
12. The horses' feet ..... mud back onto the stagecoach.
13. The ..... ran straight out over the prairies.
14. I ..... horseback for the first time in my life.
15. Tom saw a ..... standing in the shadows of the woods.
16. The Christmas clock was very ..... to Ma.
17. A ship had brought the clock across the .....
18. Tom could not ..... why Pierre had to tell him what to do.

## All Work and No Play (pages 104-115)

Number the sentences in each group in the order that things happened in the story.

- ..... Tom skinned his left arm.
- ..... Tom looked around for praise but got none.
- ..... Tom set to work with a will.
- ..... Tom stubbed one toe and cut another.
- ..... Frenchy, Charlie, and Indian Jack poked fun at Tom.
- ..... Tom showed Ma his cuts and scratches.
- ..... Tom kept calling "Giddap" and made Pierre angry.
- ..... Pa noticed Tom's limp but hurried Tom back to work.
- ..... Ma fixed Tom's cuts and hurried him back to his job.
- ..... The boys unloaded half the logs from the cart.
- ..... Tom overloaded the oxcart.
- ..... Tom hit the yearlings and caused a runaway.
- ..... The yearlings stood still and would not move.
- ..... The boys reloaded the logs onto the cart.
- ..... Pa praised the boys for a good day's work.
- ..... The boys "gentled" the calves and led them back to the creek.
- ..... Tom worked the rest of the afternoon without grumbling.
- ..... Pierre helped Tom in the barn and did not tell on him.
- ..... Tom and Pa made bullets.
- ..... Tom cheered up and enjoyed his supper.
- ..... Some good teachers showed Tom how to shoot Jenny.
- ..... Tom climbed the ladder to bed.



## All Work and No Play (pages 104-115)

### Tools Used by Woodsmen

A very large tree was often sawed instead of being chopped. A crosscut saw was used to saw big trees. A crosscut saw was a long saw with a handle at each end. A man took hold of the handle at one end, another man at the other. First one man pulled the saw toward him, and then the other man pulled it back. This continued until the tree trunk was sawed through.

When the saw had cut a short distance into the trunk, the men stopped sawing long enough to drive iron wedges into the crack to make it wider. This made the saw move back and forth more easily. Every little while the sawing stopped,

and the wedges were driven farther and farther into the crack. A long-handled wooden hammer, called a maul, was used to drive the wedges. In pioneer days the head of the maul was made of a short piece of a small log bound round with two bands of iron.

Large logs were very heavy. To move a large log, the men fastened iron chains around it and hitched the oxen to the chains and let them pull the log to the oxcart. The log was too heavy for the men to lift, so two poles were placed against the side of the cart, and the log was rolled up these poles onto the cart, where it was chained into place.

---

What tool is being used in paragraph 1? What two tools in paragraph 2? Write the main idea of each paragraph.

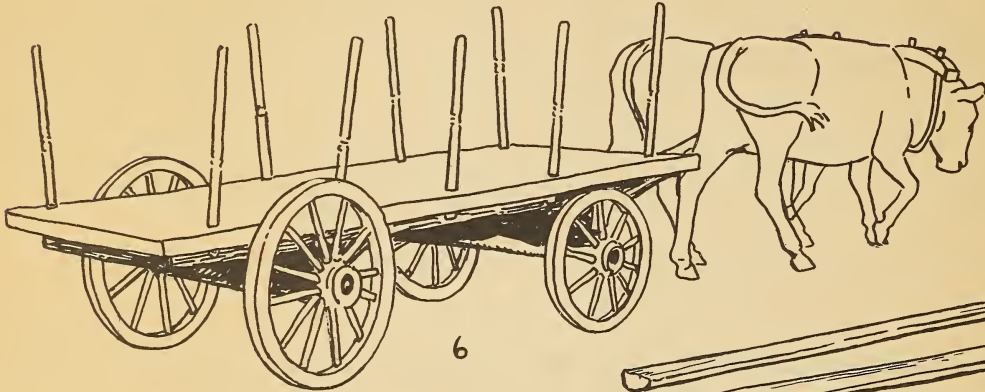
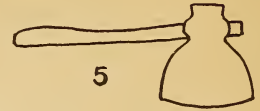
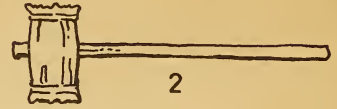
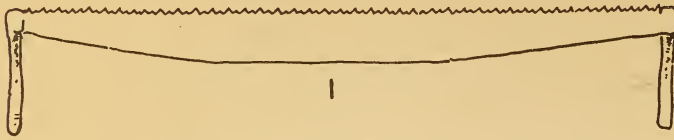
1. ....

2. ....

What work is being done in paragraph 3? The main idea is .....

## All Work and No Play (pages 104-115)

Here are things the woodcutters used when they were at work in the Big Woods. After each number below write the name of the numbered object. Check your spelling with your book or page 41 of your workbook.



1. ....

5. ....

2. ....

6. ....

3. ....

7. ....

4. ....

8. ....

## Cabins on the Hill (pages 116-128)

Under each heading write the names of the people who rode in that covered wagon.

The Lane Wagon

The Chase Wagon

The Fuller Wagon

-----	-----	-----
-----	-----	-----
-----		-----
-----		
-----		
-----		

---

---

These sentences tell what Mr. Fuller did to get his farm. Number the sentences to show what he did first, second, and so on.

- ..... He built a cabin on the land and lived in it.
- ..... He drove a wooden stake at each corner of the land.
- ..... He found a piece of land that suited him.
- ..... When the government put the land up for sale, he paid for it.

---

---

Complete each sentence by writing in the right word or words.

staked his claim                  squatter                  government                  squatter's rights

1. The ..... owned the wild, unsettled land around Hastings Mills.
2. When a man drove a stake at each corner of the land he wished to own, he .....
3. He was a ..... when he built a cabin on the land and lived in it.
4. When the government sold the land, the man who lived on it had the first chance to buy because he had .....

## Cabins on the Hill (pages 116-128)



1. This is a map of the Big Turtle River and the settlements along its banks. Put 1 on the river.
2. Hastings Mills is the largest settlement. Put 2 on Hastings Mills.
3. Graytown was the first settlement south from Hastings Mills. Put 3 on Graytown.
4. The next settlement south was Four Corners. Put 4 on that.
5. The last settlement was Ford's Mills. Put 5 on that.
6. At Ford's Mills there was a ford in the river. Put 6 on the fording place.
7. There was a fording place at Hastings Mills also. Put 7 on that.
8. Now draw a line showing how Grandpa Fuller could ride the circuit from Hastings Mills and back again.
9. At different places on the road draw tiny pictures of Grandpa on his horse. Be sure to head the horse in the right direction.



## Cabins on the Hill (pages 116-128)

Complete each sentence by writing in the right words.

1. Pa donated the ..... for the bridge.
  2. Mr. Fields donated .....
  3. Mr. Carter donated .....  
.....
  4. Mr. Gray donated .....
- 
- 

These sentences tell the different things the bridgebuilders did. Number the sentences in each group in the order in which the men did them.

- ..... Large stones were dropped between and around the trunks.
- ..... The tops of the trunks were notched.
- ..... Tree trunks were loaded from oxcarts onto flatboats.
- ..... Eight feet from the bank upright trunks were driven down into the mud of the river bottom.
- ..... A log was placed crosswise through the notches.
- 
- ..... Shorter logs were laid crosswise to form the corduroy floor of the bridge.
- ..... Other pilings like the first were placed eight feet apart from the first piling to the island.
- ..... Logs were laid lengthwise from the bank to the first piling.
- ..... Logs were laid lengthwise from the top of the first piling to the next and so on.
- ..... The bridge from the island to the west bank was made in the same way.

## Cabins on the Hill (pages 116-128)

By this time you have met many of the important people in Hastings Mills. Do you know all their names? After each sentence below write the right name. Do it without looking at your book.

1. He was the owner of the sawmill. ....
2. He was a trapper and woodcutter. ....
3. He was the schoolteacher. ....
4. He was half Indian and half white man. ....
5. He was the blacksmith. ....
6. He was the innkeeper. ....
7. These two men were farmers. ....
8. He ran the general store. ....
9. He was postmaster and harness maker. ....
10. He owned the gristmill. ....
11. He will be the owner of the woolen mill. ....
12. He worked with Frenchy and Indian Jack. ....
13. He made plaster for the cabins. ....
14. He helped his big brother make bricks. ....
15. He was the son of Frenchy, the trapper. ....
16. This boy came to town in a covered wagon. ....
17. This boy came to town in a stagecoach. ....

NOW CHECK YOUR SPELLING WITH YOUR BOOK.

## Cabins on the Hill (pages 116-128)

Let the sense of the sentence tell you what the new word means. Then tell in your own words what the meaning is.

1. The chore Jim hated most was bringing in the wood.

Chore is another name for .....

2. I do not know how much it costs to park a car here. I will find the owner of the parking lot and inquire (in kwir').

To inquire means to .....

3. When Pa promised Tom that he would show him how to load Jenny, Tom was elated (e lāt'ed).

To feel elated is to feel .....

4. Four, six, or even eight horses were required (re kwird') to pull a stagecoach.

To be required means to be .....

5. Some trunks in stagecoach days resembled (re zēm'b'ld) hollowed-out logs.

To resemble is to .....

6. Jack comes to my house so frequently (frē'kwent li) that you might say he lives here.

Frequently means .....

7. The people who inhabited (in hăb'i ted) Hastings Mills and the farm land round about had come from New York State.

Inhabited means .....

## Cabins on the Hill (pages 116-128)

Above each group of sentences is a word which might be found in a glossary. The word has several meanings. One meaning fits into each sentence below. On the line at the end of each sentence write the number of the meaning which fits.

**sound** (sound). 1. Something heard; a noise. 2. To make or cause a noise to be made. 3. Healthy; not decayed, as a sound tooth. 4. Unhurt; whole. 5. A long stretch of water.

1. We went sailing on Long Island Sound. ....
2. Only one tree in our yard has a sound trunk. ....
3. I was the one to sound the fire alarm. ....
4. We could hear the faraway sound of church bells. ....
5. We arrived home from our trip safe and sound. ....

**edge** (ěj). 1. The cutting side of a knife blade or tool. 2. The rim or brink of anything. 3. To move along little by little.

1. I will edge my way up to the front of the room. ....
2. We stood on the edge of a high cliff and looked down. ....
3. This ax has a very sharp edge. ....

**spoil** (spoil). 1. To decay or rot. 2. To harm someone by letting him do as he pleases all the time. 3. Booty; plunder; things taken from someone by force.

1. The robbers loaded a truck with their spoils. ....
2. These apples are beginning to spoil. ....
3. You will spoil that child. ....



## Cabins on the Hill (pages 116–128)

Write each word by syllables and put in the accent mark. Check each syllable. Does each syllable have at least one vowel?

table

middle

eagle

ramble

fiddle

bugle

---

---

Each of these words has a prefix. The prefix adds a syllable. Write each word by syllables and put in the accent mark. Does each syllable have at least one vowel?

foretell

return

unfold

undone

recall

repay

---

---

Each of these words has a suffix. The suffix adds a syllable. Write each word by syllables and put in the accent mark. Does each syllable have at least one vowel?

darkness

worthless

useless

thoughtful

likewise

proudly

---

---

How many syllables are there in the suffix *able*? Then how many syllables will there be in each of the following words? Write each word by syllables and put in the accent mark. Does each syllable have at least one vowel?

workable

breakable

suitable

## The Screech Owl (pages 129-134)

In each group number the sentences in the order in which things happened in the story.

..... They hear a terrible screech from a nearby tree.

..... Ma gives the children some good advice.

..... The children go to the Big Woods.

..... They start for home on the run.

..... They start to fill their bag with nuts.

..... Pierre gives a loud screech.

..... Tom and Pierre tease the children.

..... The four children go back to get the bag.

..... An answering screech comes from a far-off tree.

..... Jim and Sally meet Tom and Pierre on the way home.

..... The four children run to the mill.

..... The boys go fishing on the riverbank.

..... Pa goes with his gun to find Frenchy.

..... Pa shoots a wildcat.

..... Sally teases Tom when visitors are around.

..... Indian Jack watches over Tom and Pierre.

..... Pa hangs the wildcat skin on the cabin wall.

The Screech Owl

The screech owl lives in a hole in a tree. There its four eggs are not easily seen, and there the baby owls are well hidden.

Would you like to know how the screech owl looks? It is so marked with black and gray that when it sits still on a branch, it looks just like the bark of the tree.

The screech owl eats bugs, moths, and small animals, such as mice. To catch its food, it uses its strong feet and sharp claws. The owl's wings make no noise, and so the bird can fly down upon mice without being heard.

The eyes of the screech owl are very interesting. Since it hunts at night, the

screech owl must have eyes that can see in the dark. The owl's eyes are very large to let in plenty of light. Across each eye is an eyelid which the owl can raise and lower to shut out light. Because it dislikes bright light, the owl blinks often in the daytime or else closes the eyelid. During most of the day the owl sits quietly on a branch with its eyes closed.

The long-drawn-out cry of the screech owl is a terrible sound. It makes you think that someone is screaming. The owl has another call which is less terrible. This call makes you think that someone is talking, for the owl seems to say, "Who! Who!"

---

The first paragraph tells you *where the owl lives*. What does each of the other paragraphs tell? Write the main idea of each paragraph.

1. Where the owl lives

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

The Wildcat

Would you know a wildcat if you saw one? It is really a cat, but it is not gentle and tame like the house cat. The wildcat is bigger than a house cat. It has a longer body, longer legs, and a shorter tail, and is much stronger than a tame cat. Because of its short tail, it is sometimes called the bobcat. Its ears are pointed and are tipped with fur.

The fur of the wildcat is reddish-brown, spotted with black. In summer the color changes to grayish-brown. The wildcat's color and the spots on the fur make it very hard for hunters to see the bobcat in the forest.

The bobcat often gets its food by stretching out on the branch of a tree

and watching for its dinner. If a deer should pass under the tree, the wildcat would jump down onto the deer's back. The frightened deer could not fight off the wildcat with either its antlers or its hoofs. On the prairie, where there are no trees, the bobcat walks very quietly through the tall grass until it is near another animal. Then it springs upon the animal and kills it. The bobcat does its hunting at night and then sleeps most of the day.

The wildcat has a strange call. It does not bark like the fox or howl like the wolf. The wildcat's call is more like the screech of a person in danger or in great pain.

---

The first paragraph tells you *how a wildcat looks*. What does each of the other paragraphs tell? Write the main idea of each paragraph.

1. How a wildcat looks

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



## The Screech Owl (pages 129–134)

You can make an outline of your own. The title of the story on page 51 of your workbook is your first main head. Notice that only the first word begins with a capital letter. The main idea of the first paragraph in the screech owl story is the first subhead. Again notice that only the first word begins with a capital letter. Now write the main ideas of paragraphs 2, 3, 4, and 5 after B, C, D, and E. Which words will not begin with capital letters?

The title of the story on page 52 of your workbook will be your second main head. Write it after II in the outline. Which word will not begin with a capital letter? Now write the main ideas of paragraphs 1, 2, 3, and 4 after A, B, C, and D.

Be ready to use your outline to tell your reading group the interesting things you read about screech owls and wildcats.

### I. The screech owl

A. Where the owl lives

B.

C.

D.

E.

### II.

A.

B.

C.

D.

Sheep in Pioneer Days

Sheep were very useful animals in pioneer times, just as they are today. Would you like to know the reason? Sheep furnished many things needed in pioneer homes. The wool from their backs was spun into yarn, and the yarn was made into cloth, socks, and mittens. The sheep were killed for food. Sheep fat was used for oil in lamps and in making candles.

Pioneers found it hard to raise these useful animals. The reasons were these. There were very few fences in those days, and the sheep would wander out onto the prairies and be killed by foxes

and wolves. Sometimes wild animals would even get into the barnyard at night and kill a sheep or two.

In the spring, when the weather became warm, woolly coats were no longer needed. So the farmer sheared his sheep. He washed the sheep in a creek, let them dry in the sun, and then cut off the wool. Each sheep was held flat on the ground, and the wool was cut off with long shears. The wool that was cut from one sheep was called a fleece. The fleeces were washed and dried and were then put away until they were to be spun into yarn.

1. The first paragraph tells why sheep are ..... The main idea is .....
2. The second paragraph tells why sheep were .....  
The main idea is .....
3. What is the farmer doing in paragraph 3? Think of the main idea and write it here. ....

Woolen Cloth

Many of the clothes of the pioneer were gray in color. Would you like to know why? Almost all sheep are white, but in every flock there are a few black sheep. When the wool from a black sheep and a white sheep was spun together, the yarn looked like mixed pepper and salt. When this yarn was woven into cloth, the cloth was neither black nor white. It was gray. Gray cloth did not show the dirt easily. It did not have to be dyed. So most of the clothes of the pioneer were made of "pepper and salt."

When the wool from just white sheep was woven into yarn, the yarn was a yellowish white. Cloth woven from this

yarn was also yellowish white. It showed the dirt very easily. So it had to be dyed a darker color.

Pioneer women made dye from many different things. The color pink was made from beet juice and from brick dust. Light yellow was made by boiling the skins of onions (ŭn'yunz) in water. Brown was made by boiling the bark of the oak, hickory, or walnut trees. Green was made from goldenrod, and bright yellow was made from peach leaves or from potato plants before they had begun to blossom. Black was made from the bark of the scrub oak and the red maple tree. Black was the hardest color to make.

---

1. What kind of cloth is told about in paragraph 1? The main idea is .....

2. What kind is told about in paragraph 2? The main idea is .....

3. What are pioneer women doing in paragraph 3? The main idea is .....

## Secrets Astir (pages 135–145)

Make an outline of your own. Use the titles of the stories on pages 54–55 of your workbook as main heads. Use the main ideas of the paragraphs as subheads. **ONLY THE FIRST WORD IN EACH MAIN HEAD AND SUBHEAD BEGINS WITH A CAPITAL LETTER.** Use your outline to tell someone at home about sheep and clothing in pioneer days.

I. ....

A. ....

B. ....

C. ....

II. ....

A. ....

B. ....

C. ....

---

---

You have read about pioneer food. Write the kinds of food told about on the pages below. Write each kind just once.

Page 18 .....

.....

.....

.....

.....

Page 74 .....

.....

.....

Page 86 .....

.....

Page 95 .....



## Secrets Astir (pages 135-145)

Here is part of an index which might be found at the back of some book on the library table. Below the index is a list of words. These words are the names of certain things about which you want to get some information. Use the index to help you. On the line after each word write the page number in the book to which you would turn to get the information you desire.

### INDEX

Africa . . . . .	250	Camels . . . . .	16
Airplanes . . . . .	37	Caravans . . . . .	342
America . . . . .	165	Castles . . . . .	159
Artists . . . . .	65	Cattle . . . . .	26
Battles . . . . .	300	Christmas . . . . .	203
Bears . . . . .	97	Clocks . . . . .	221
Bells . . . . .	113	Cowboys . . . . .	85
Boats . . . . .	278	Dates . . . . .	126
Bridges . . . . .	9	Deserts . . . . .	42
Brittany . . . . .	352	Donkeys . . . . .	361
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---

America	_____	camels	_____	deserts	_____
Brittany	_____	donkeys	_____	caravans	_____
Africa	_____	cattle	_____	cactus	_____
bears	_____	doves	_____	bells	_____
butterflies	_____	boats	_____	castles	_____
ducks	_____	bridges	_____	battles	_____
airplanes	_____	clocks	_____	artists	_____
cowboys	_____	dates	_____	Christmas	_____

## Indigo Blue (pages 146-159)

Finish each sentence by writing in the right word.

1. Cutting wool from a sheep's back is called ..... a sheep.
2. Wool sheared from one sheep is called a .....
3. Wire brushes used to comb wool are called .....
4. Wool was spun into ..... on a spinning wheel.
5. The spinning wheel with a big wheel was a ..... wheel.
6. The spinning wheel with a small wheel was a ..... wheel.
7. Yarn was measured into skeins on a .....
8. Twenty threads of yarn are called a .....
9. Six knots of yarn are a .....
10. Water dripping through wood ashes made .....
11. A plant from which blue dye is made is the .....
12. Yarn was woven into cloth on a .....
13. Woolen cloth which had been shrunk and softened by hammering was called .....
14. The hooks around the frame upon which fullcloth was stretched and dried were called .....
15. A plant whose blossom is like a wire brush is a .....

NOW CHECK YOUR SPELLING WITH YOUR BOOK.

## Indigo Blue (pages 146-159)

Let the sentences suggest what the new words mean. Then write the meanings in your own words.

1. I hate to detain (de tăn') you when you are in a hurry, but please sign this letter before you go.

To detain someone is to ..... him.

2. He was so enraged (en rājd') that he could not say a word. He stamped his feet and kicked everyone who came near him.

To be enraged is to be .....

3. The captain and the sailors worked well together. No other ship had so good a crew (krōō).

The crew of a ship are the .....

4. We walked until we came to the city limits (līm'its). The city was behind us and the country just ahead.

The limits of a city are the .....

5. Grandfather was in very good humor (hū'mer). He fixed my wagon, he gave me a nickel, and he called me "my boy."

To be in good humor is to be .....

6. Since Jane was sick, she has been very frail (frāl). She cannot play for long at a time.

To be frail is to be .....

7. I am going to deposit (de pōz'it) five dollars in the bank.

To deposit is to .....

## Indigo Blue (pages 146–159)

Above each group of sentences is a word which might be found in a glossary. The word has several meanings. One meaning fits into each sentence below. On the line at the end of the sentence write the number of the meaning which fits.

**spread** (sprěd). 1. To scatter. 2. A cloth used to cover a bed. 3. Soft cheese, jam, and so on, used to put on bread.

1. I like the new cheese spread on my sandwiches. ....
2. Do not let the dog jump on this new spread. ....
3. The news spread all over town. ....

**spring** (sprŭng). 1. To leap or jump. 2. A stream of water coming from the ground. 3. The season when plants begin to grow. 4. An elastic contrivance which can be forced out of shape, but which springs back into shape when the force is removed.

1. March 21 to June 21 is the spring of the year. ....
2. This chair is comfortable because it has good springs. ....
3. We stopped for a drink at a spring on the riverbank. ....
4. I will spring out from behind the fence and scare Bob. ....

**trip** (trĭp). 1. To walk with light, quick steps. 2. To stumble. 3. A journey.

1. I like to watch Betsy trip down the walk to school. ....
2. We will go for a trip in our new car. ....
3. Be careful, or you will trip over that rug. ....



Getting Ready to Make Butter

Before Ma could make butter, she must be sure that she had a good supply of cream. Each morning when Tom brought in the pails of milk, Ma emptied the milk into pans and put the pans in a cool place. After the milk had stood for a few hours, there would be a thick yellow layer of cream on top of the milk. Ma would skim off the thick cream and put it into a stone jar. Then after a while she would have enough cream to make butter.

The next important thing was to get the churn ready. First Ma put hot water into the churn and let it stay there for a short time. The hot water

made the wood swell. The wooden pieces of the churn fitted together so tightly that the cream could not run out through the cracks. When the cracks were closed, Ma poured out the hot water and put in cold to cool the churn. Then she poured out the cold water and put in the cream that she had been saving in the stone jar.

After that Ma put the dasher down into the churn and put the wooden cover on tightly. The dasher looked like a long wooden handle with a flat piece of wood on the lower end. The handle of the dasher fitted through a hole in the cover of the churn.

---

1. What is Ma collecting in paragraph 1? The main idea is .....

2. What is Ma doing in paragraph 2? The main idea is .....

3. What two things did Ma add to the churn in paragraph 3? The main idea is .....

**Making Butter**

As Ma began her churning, she pulled the handle of the dasher up and down through the hole in the cover of the churn. The dasher splashed the cream around inside the churn. Ma had the churn only half full to allow plenty of room for splashing. Before long, tiny golden lumps began to appear in the cream. These tiny lumps were butterfat or butter. The cream from which these lumps had separated was no longer cream. It was now called buttermilk. Ma kept on churning until all the cream in the churn was turned into butterfat or buttermilk. Then she poured out the buttermilk, leaving the butter in the churn.

The next important thing to be done was to wash the butter. Ma poured some cold water into the churn and

pulled the dasher up and down several times. She wanted to wash out any buttermilk that might still be left in the butter. When the butter was well washed, Ma poured out the water, again leaving the butter in the churn.

Now came the time to work the butter. Ma took the butter from the churn and put it into a wooden bowl. She pressed it against the sides of the bowl with a wooden paddle to make sure that the last of the buttermilk was pressed out. Otherwise the butter might spoil. Then she added salt to the butter to keep the butter sweet, and she worked the salt into the butter with her paddle. Finally the butter was packed in a jar, covered with a wooden lid, and put away in a cool place where it would keep fresh.

*(Go on to page 63.)*

## Fine Feathers (pages 160–166)

Think what Ma is doing in each paragraph on page 62 of your workbook. Then write the main idea of each paragraph.

1. ....
  2. ....
  3. ....
- 
- 

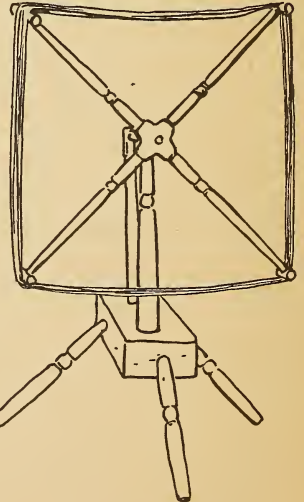
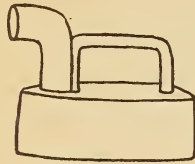
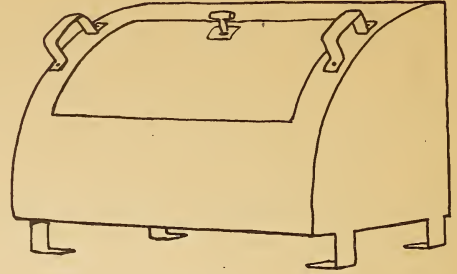
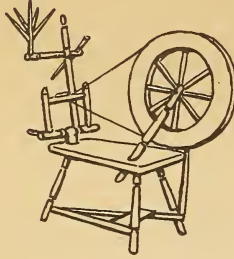
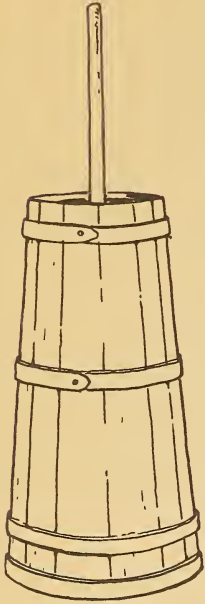
Now make an outline of your own. Use the titles of the stories on pages 61 and 62 of your workbook for your main heads. Use the main ideas of the paragraphs for your subheads. If you forget how to do this, turn back to pages 54, 55, and 56 in your workbook. Remember that *only* the first word in each main head and subhead will begin with a capital letter.

- I. ....
  - A. ....
  - B. ....
  - C. ....
- II. ....
  - A. ....
  - B. ....
  - C. ....

Be ready to use your outline to tell your reading group how Ma made butter.

## Fine Feathers (pages 160-166)

Ma used many things in her work that we do not use today. Here are pictures of some of the things Ma used. Can you name all the pictures? Write the name under each picture.





## Bringing Home the Deer (pages 167-173)

Here are some main ideas for some of the paragraphs in today's story. In front of each phrase write the page and paragraph number belonging with it.

Page	Paragraph	
.....	.....	Making the salt lick
.....	.....	Shooting the first deer
.....	.....	Bringing home the deer
.....	.....	Preparing the meat and hides
.....	.....	The smokehouse
.....	.....	The smokehouse roof
.....	.....	Inside the smokehouse
.....	.....	Making the fire
.....	.....	Tending the fire
.....	.....	Storing the smoked venison
.....	.....	Storing vegetables
.....	.....	A supply of fish for winter

---

---

Finish each sentence by writing in the right word or words. CHECK YOUR SPELLING WITH YOUR BOOK.

1. A place where salt is found on top of the ground is called a .....
2. Deer meat is called .....
3. Wood from a freshly cut log is ..... wood.
4. Hickory-smoked hams and bacon are smoked with .....
5. The skin of an animal is called its .....

## Bringing Home the Deer (pages 167-173)

### Deer

The baby deer is called a fawn. Its coat is light tan with small spots of white. The mother deer keeps the fawn hidden deep in the woods where the sunlight is not bright. The sun shines through the leaves of the tall trees and makes spots of light and shadow on the ground. The spots on the fawn's coat make the fawn look like the brown earth with the spots of sunlight falling on it. The fawn soon learns to lie and stand very still, for in time of danger it cannot be seen if it does not move.

The mother deer is called a doe. The doe has a tail that is white underneath. When she runs, she holds up her tail, which looks like a white flag bobbing through the woods. This white flag helps the fawn to follow its mother.

The father deer is a stag. The father has great branched horns, called antlers, that grow on top of his head. In the early spring these antlers fall off. After several months new antlers begin to grow. Each year the stag's antlers are bigger and stronger and have more branches than the year before. The number of branches on a stag's antlers shows how old he is.

Deer are different from many other animals because they are so shy. They live in the woods and are not often seen on the prairies. While in the woods, they will not go to a stream to drink if they think that there is any danger. They go out to graze only in the evening, during the night, or early in the morning. All day long they are hidden in the cool shadows of the woods. The color of their coats is brownish tan, and they cannot be seen easily among the underbrush and the tree trunks.

How do deer defend themselves? Would you like to know? The stag uses his antlers and sharp hoofs to fight any animal that tries to kill him. Sometimes stags fight among themselves to find out which one is to be the leader of the herd. The does and the stags also save themselves by using their sense of smell. If the wind is in the right direction, they can smell an animal or a hunter a mile away. They can run very fast, too, and can easily jump over fallen logs and low bushes that are in the way. Deer do not hunt other animals; they live on grass and leaves. The animals that hunt deer are wolves and wildcats.

*(Go on to page 67.)*

## Bringing Home the Deer (pages 167-173)

In the story on page 66 of your workbook, paragraphs 1, 2, and 3 each tell about a different member of the deer family. Think of the main idea of each paragraph. Write the main ideas here.

1. ....
2. ....
3. ....

Paragraphs 4 and 5 each answer the question *how*. Can you think of the main ideas? Write them on the lines below.

4. ....
5. ....

6. Is the deer in the picture on page 92 of your book a doe, a stag, or a fawn?

.....

7. Look at the picture on page 169. Are Pa and Frenchy carrying a doe, a stag, or a fawn? .....

8. How often does a stag lose his antlers? .....

9. What do deer eat? .....

## Bringing Home the Deer (pages 167-173)

### Jerked Meat

Another way in which the pioneers made sure that they had meat for winter was to jerk the meat from animals killed in hunting. Jerked meat is another name for dried meat.

One way of jerking venison was to cut the meat into thin strips. Then, if the weather was warm and dry, the meat was left outdoors on racks to dry in the sun and wind. In seven or eight hours the meat would be dried and ready to be put away for the winter.

On dark or cold days another way of jerking the meat was used. Racks were built about six feet above the ground,

too high for dogs or wild animals to reach. These racks were made by driving four sticks into the ground to form a square. The tops of the sticks were notched. Poles were laid from stick to stick through the notches. Then the poles were covered with branches to form a rack or table. The strips of meat were dipped into boiling salt water and put on the rack. Under the rack a fire was made. The fire must not be too hot, or it would burn the meat. It must be a slow fire to dry the venison as the sun would dry it. A whole day was needed to dry the meat in this way.

---

The first paragraph tells you what the story title means. What is the main idea of paragraph 1? Write it here.

1. ....

How many ways of jerking meat are told about in paragraph 2? What is the main idea? Write it on the line below. Also write the main idea of paragraph 3.

2. ....

3. ....



## Bringing Home the Deer (pages 167-173)

Make your own outline. Use the story titles from pages 66 and 68 for your main headings. Use the main ideas of the paragraphs for the subheads. Remember, only the FIRST WORD in a main head or a subhead begins with a capital letter.

I. ....

A. ....

B. ....

C. ....

D. ....

E. ....

II. ....

A. ....

B. ....

C. ....

Use your outline and write a short story about deer or about jerked meat. Write a paragraph about each one of the subheads.

---

---

Write the answer to each question in a word or a phrase.

1. Did it take the sun and wind or the fire longer to jerk the venison?

.....

2. What way did Pa use to get venison ready for winter? .....

What other way might he have used? .....

3. Was meat cut into smaller pieces for jerking or for smoking?

.....

## Waubonsie (pages 174-178)

Let the paragraphs tell you what the new words mean.

1. Dad took off his coat and hung it on the back of the chair. He took off his tie and opened his collar. Then he rolled up his shirt sleeves. Finally he turned on the fan. It was a very sultry (sŭl'tri) day.

A sultry day is very .....

2. "Mother won't let me go to the show," complained Carl.

"Ask her again," said Bob. "Maybe she will give in."

But Mother did not relent (re lĕnt'), and Carl did not see the show that day.

To relent is to .....

3. "Starting tomorrow, the trains will run on a new schedule (skĕd'ŭl)," the ticket agent said to Father. "Here is your new timetable."

The next day Dad forgot to look at his schedule, and he missed his train.

A train schedule is a .....

4. Farmer Jones had the best crops in the whole countryside. The reason was that the soil on his farm was very fertile (fur'til).

Fertile soil is .....

5. Tige, the pup, waked up from his nap. He ran upstairs and down, looking for someone to play with him. But there was no one at home. The house was deserted (de zur'ted).

A deserted house is .....

## Waubonsie (pages 174-178)

Do this page in the same way you have done similar pages in this workbook. If you do not remember, turn back to page 48.

**sea'son** (sē'z'n). 1. A division of the year, as spring or summer. 2. A part of the year in which something special happens, as the hunting season. 3. On time. 4. To make food taste better, as by adding salt.

1. I arrived at the party in good season. ....
2. The Christmas season is a merry time. ....
3. Winter is a good season for skating. ....
4. Mother used an onion to season the dressing. ....

**set'tle** (sĕt'l). 1. A long wooden bench with a high back and arms. 2. To sink to the bottom. 3. To bring to an end. 4. To live in a certain place.

1. The sugar settled to the bottom of my cup. ....
2. My grandfather is going to settle in the South. ....
3. We have a settle near our fireplace. ....
4. You boys had better settle your quarrel. ....

**tie** (tī). 1. To fasten one thing to another, as by a rope. 2. A necktie. 3. On railroads, one of the crosspieces to which rails are fastened. 4. Two equal scores in a game.

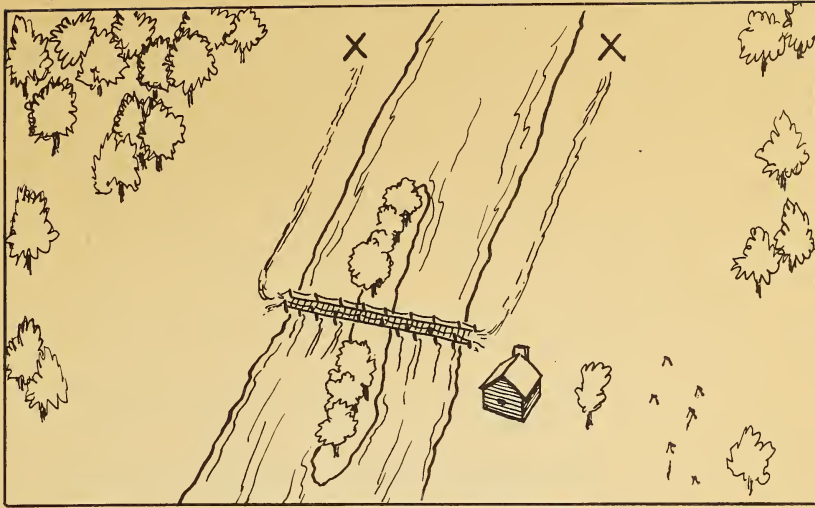
1. The ball game ended in a tie. ....
2. We walked along the ties between the tracks. ....
3. One present Dad will not like is that tie. ....
4. Please tie this string around this bundle. ....

## Waubonsie (pages 174-178)

Here are pairs of words which sound alike but do not mean the same thing. In each sentence below write in the word which has the right meaning. You will have to add *s* to one of the words.

sun	lye	reed	dye	sore	sew
son	lie	read	die	soar	so

1. The hollow stem of this ..... will make a good whistle.
2. It is not good for your eyes to ..... by candlelight.
3. Tom liked to ..... on the floor in front of the fire.
4. People today still make ..... by dripping water through wood ashes.
5. The leaves in autumn look as if they had been colored with red and yellow  
.....
6. The leaves fall off, but the tree does not .....
7. In the early morning the ..... comes up in the eastern sky.
8. Mr. Hastings had two ....., but only one daughter.
9. Tom saw the wild ducks ..... into the air.
10. The burn from the bullet gave Tom a ..... finger.
11. I will need a needle and thread if I am going to .....
12. Please open the door ..... that I may come in.



1. Write N for north at the top of the map, S for south at the bottom, W for west at the left, and E for east at the right.
2. The general store was on the ..... bank of the river. Put 1 on the general store.
3. Put 2 on the bridge.
4. Put 3 on the trail that ran north along the west bank of the river.
5. Put 4 on the cross that stands for the Indian village.
6. Put 5 on the cross that stands for the cave.
7. Put 6 on the trail that ran along the east riverbank.

After each number below write the name of the numbered place on the map.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....



Waubonsie's House

The Indians in our country belonged to many different tribes, or families. The Indian chief, Waubonsie, belonged to a tribe called the Sacs and the Foxes. Before the government moved this tribe westward to the great river, the Sacs and the Foxes wandered at will over the prairies in the valley of the Big Turtle.

The Sacs and Foxes differed from many other Indian tribes in the kind of home in which they lived. These homes were not wigwams or tepees or hogans. The Sacs and Foxes lived in bark houses called lodges. Several lodges together formed an Indian village. The largest lodge belonged to the Indian chief.

In building a lodge, the first important step was to make the framework. Four strong poles were driven into the ground about eight feet apart. These poles were to hold the framework for one side of the lodge. Three other sets of poles were driven into the ground to hold the framework for the other three sides of the lodge. To the top of each pole was fastened another pole that leaned toward the center of the lodge. There it met a pole from the other side and formed a slanting roof. Small poles with the bark removed were fastened across

the side poles and across the roof poles to make the framework for the roof and sides. The Indians had no nails, so these poles were tied together with strong string made from the inside bark of the basswood tree.

After the framework was made, the walls and roof were covered with large pieces of bark. These pieces were fitted closely together to keep out wind and rain. The bark, too, was tied in place. Holes were cut in each piece, and the strings of basswood were put through the holes and then tied around a pole.

On the inside of the lodge, about two feet above the ground, were wide benches made of poles. These benches were covered with wide pieces of bark and were used for tables or for beds. When they were used for beds, they were covered with the skins of wild animals. A buffalo skin was used for a cover. Since the beds or tables were fastened to the walls on both sides of the lodge, there was a pathway, or a hall, down the middle of the lodge. This hall led to a door at each end of the lodge. In the center of the lodge a fire was built. Seated around this fire, Waubonsie and the old men talked over important questions.

*(Go on to page 75.)*

## Fox Fire (pages 179-187)

Look back at the story that you read on page 74 of your workbook and then answer each question below.

1. Which paragraph tells the name of the tribe? .....
  2. Which paragraph tells about the kind of home? .....
  3. Which tells about the framework of a lodge? .....
  4. Which tells about the bark coverings? .....
  5. Which tells about the inside of the lodge? .....
- 
- 

Now can you make an outline of your own for this story? What will the main head be? How many subheads will there be? Check with page 63 of your workbook if you have forgotten the form your outline should take.

## Butchering Time (pages 188–198)

Write *Pig* in front of each sentence which tells something that is true only of the pig. Write *Calf* in front of each sentence which tells something that is true only of the calf. Write *Pig-Calf* in front of sentences which are true of both animals.

- ..... This animal was dropped into boiling water.
- ..... The bristles of this animal were scraped off.
- ..... This animal was hung by its hind legs in a tree.
- ..... This animal was cut open, and its insides were removed.
- ..... The heart and liver of this animal were washed and saved.
- ..... This animal was cut into quarters.
- ..... The meat from this animal was stored in the attic.
- ..... The meat from this animal was called beef.
- ..... The meat from this animal was called pork.
- ..... The skin from this animal was used for shoe leather.
- ..... The fat from this animal was made into lard.
- ..... The cracklings which Jim liked came from this animal.
- ..... The fat meat from this animal was packed in salt in barrels.
- ..... The hams and shoulders of this animal were put in brine.
- ..... The hams and shoulders were smoked in the smokehouse.
- ..... The meat from the head of this animal was made into headcheese.
- ..... The spareribs for dinner came from this animal.
- ..... Bits of meat from this animal were made into sausage.

Now check your answers with pages 192–196, paragraph 1, in your book.

## Butchering Time (pages 188-198)

Read each paragraph carefully. On the line below the paragraph write the word which means the same as the underlined word in the paragraph. The first one is done for you.

1. I had to remain (re mǎn') after school this afternoon, but I was glad to stay. I had to practice my part in the play.

stay  
-----

2. Jack got a new suit with two pairs of trousers (trou'zerz). That is a good thing because he always wears out the pants before the coat.

-----

3. Father took down the partition (par tish'un) between the hall and the living room in our house. The living room looks ever so much larger with that wall down.

-----

4. The deer vanished (vǎn'isht) into the woods, but before it disappeared, I saw the white under its tail.

-----

5. When we got to the fort, the sentinel (sǎn'ti nel) at the gate stopped us. When we talked with this guard, he told us that we could not enter without a pass.

-----

6. When we were at Yellowstone Park, I saw a geyser (gī'zer). This is the only spring I have ever seen which shot hot water into the air.

-----



## Butchering Time (pages 188-198)

Do this page in the same way in which you have done similar pages.

**brave** (brāv). 1. Showing courage. 2. To dare or defy. 3. A North American Indian warrior.

1. The soldier was very brave. ....
2. The red-skinned brave belonged to a war party. ....
3. I must brave the storm if I want to get home before dark. ....

**bris'tle** (brīs'tl). 1. A short, stiff hair. 2. To stand erect in a stiff way. 3. To show anger.

1. When the cat saw the dog, her fur began to bristle. ....
2. Tom bristled when I said he did not play fair. ....
3. This brush has good stiff bristles. ....

**quar'ter** (kwor'ter). 1. Twenty-five cents. 2. Lodging or a place to stay. 3. To divide into four equal pieces.

1. We had comfortable quarters in the inn. ....
2. Sometimes we call a quarter "two bits." ....
3. I will cut this pie into quarters. ....

**rich** (rīch). 1. Having much money. 2. Fertile, good for growing, such as soil. 3. Very sweet or highly seasoned food.

1. There were rich farm lands in the valley. ....
2. The banker was the richest man in town. ....
3. Rich food sometimes makes me sick. ....



## Butchering Time (pages 188–198)

In each sentence you will find two words with opposite meanings. On the lines below the sentence write the two words. The first one is done for you.

1. If you commence (ko mĕns') your work on time, you will finish it before noon.

finish

2. Most of the boys departed for home this morning, but a few remained at camp.

3. The mouse is a tiny animal, but the lion is enormous (e nor'mus).

4. John was certainly a lazy boy, but Tom was very energetic (en er jět'ík) about his work.

5. Jack was the elder of the two boys, and Bill was the younger.

6. Mother bought me a cheap playsuit and also an expensive (eks pěn'siv) suit for Sunday.

7. I thought this problem was easy, but I found out that it was difficult (dĭf'i kult).

8. The salesman tried hard, but the customer (kŭs'tum er) would not buy the suit.

9. I need a sharp knife for this work, but my own knife is very dull.

Wild Turkeys

There were many wild turkeys in America in the early days. As people moved into new parts of the country, a great many of the birds were killed for food. The others were frightened away. This explains why they disappeared so rapidly.

It is thought that the name *turkey* came from the sound that the bird makes. The turkey's call is "turk, turk, turk." Of course, the turkey cock also says "gobble, gobble."

The turkey cock is also called the turkey gobbler. The gobbler has dark feathers with green and red and white markings. There are no feathers on the turkey gobbler's head or neck. His tail feathers are long. He spreads them in the shape of a fan and walks proudly among the turkey hens.

The turkey hen does not have feathers on its head or neck either. It differs from the cock in that the feathers on its body are not bright colored.

Wild turkeys made their homes in small flocks in the woods. During the day they came out onto the open prairie to look for food. Here they found the seeds, bugs, and berries they liked to eat. But they always returned to their home in the woods at night.

Turkeys built their nests on the ground. The nests were made of sticks and dry leaves. The turkey hen laid about twelve eggs. The eggs were about two times the size of a hen's eggs and were spotted with brown. Because the turkey cock had a habit of breaking the eggs, the turkey hen hid her nest.

In the turkey's tail there were from fourteen to eighteen long, strong, feathers. The Indians used these feathers on their war bonnets. The white men saved the feathers to make dusters. A feather duster for the fireplace was the custom in most pioneer homes. Sometimes a turkey wing was used as a brush to brush away dirt and ashes.

(Go on to page 81.)

## Pigeon Pie (pages 199–205)

Think what each paragraph tells about in the story on page 80 of your workbook. Write the main idea of each paragraph.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Now use your story title and the main ideas of the paragraphs to make an outline. Turn to page 53 of your workbook if you need help in outline form.

This image shows a single sheet of cream-colored paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

## Pigeon Pie (pages 199–205)

In each sentence there are two words with opposite meanings. Write the two words on the lines below the sentence.

1. Sally's hair was straight, but a few hairs around her face were curly.

.....

2. In the word *home* there is a single *o*, but in *hoof* you see a double *o*.

.....

3. Limpy showed that he was a hero, not a coward.

.....

4. Jack is determined (*de tur'mind*) to go hunting, but his dad is undecided.

.....

5. The fire smoldered, but when we added dry sticks, it blazed brightly.

.....

6. As Ma's churn dried in the sun, the wood would shrink; but when she filled it with hot water, the wood would swell again.

.....

7. In the early morning the air is hazy, but now it is so clear that you can see for miles.

.....

8. Tom was curious to know what was in the cave, but Frenchy, who had been there often, was uninterested.

.....

9. I will charge you for the apples, but I will donate the bags in which to carry them.

.....

**Meet the People of Hastings Mills**

The sentences below should make you think of people in Hastings Mills. In front of each sentence write the name of the person of whom the sentence reminds you. CHECK WITH YOUR BOOK IF YOU ARE NOT SURE HOW TO SPELL SOMEONE'S NAME.

- ..... 1. He couldn't keep a secret because he told more than he meant to tell.
- ..... 2. He called Sally "my girl."
- ..... 3. He traded fleeces with Pa in return for lumber from Pa's mill.
- ..... 4. This person understood boys but thought they should do plenty of work.
- ..... 5. He brought some up-to-date machines to Hastings Mills.
- ..... 6. He liked to sing and dance and tell jokes.
- ..... 7. He played the fiddle and stood six feet four in his stocking feet.
- ..... 8. This boy had a brother Bill and a sister Mary.
- ..... 9. This person tried to make everyone in her family happy and comfortable.
- ..... 10. This person sometimes boarded at Tom's house.
- ..... 11. He was the boy who sometimes used his head and sometimes didn't.
- ..... 12. He knew how to "gentle" yearling calves and helped Tom to be a good worker.
- ..... 13. His big brother was named Joe.
- ..... 14. This person was a tease.



## “Yankee-Doodle” (pages 206–227)

Write each word by syllables and put in the accent mark. Remember that prefixes and suffixes are syllables. Sometimes a suffix has more than one syllable.

comfort

taken

comfortable

mistaken

uncomfortable

mistakenly

donate

venture

donation

adventure

cover

steady

discover

steadier

discovery

steadiness

silent

double

silently

redouble

baby

pretend

babyish

pretension

“Yankee-Doodle” (pages 206-227)

In each pair of sentences there are two words which mean the same or nearly the same. Write the two words on the lines below the sentences.

1. The water glistened (glis'nd) in the sunshine. It sparkled so brightly that it hurt my eyes to look at it.

-----

2. My home is in a little hamlet near the seashore. I have always lived in a little village.

-----

3. These two pictures are identical (ī dēn'ti kal). Look at them, and you will see that they are the same.

-----

4. I will instruct you in the rules of tennis. I can teach you to play in a few lessons.

-----

5. All the people at the show were juveniles (jōō've nilz). It was a show for children only.

-----

6. He is very industrious (in dūs'tri us). I have never seen such a hard-working man.

-----

7. Why do you bother me when I am busy? I do not like to have you disturb me in this way.

-----

8. “Will you trade your airplane for my water gun?” asked Joe.

“I would like to exchange with you,” said Tom, “but I must ask my mother first.”

-----

## "Whipping the Cat" (pages 228-243)

In each group of sentences number the sentences in the order in which Shoemaker Dan did things in the story.

- ..... Shoemaker Dan drew around each foot to make a pattern.
- ..... Jim stood on a thin piece of wood.
- ..... Jim took off his moccasins and socks.
- ..... The shoemaker cut inner soles from the thinner cowhide.
- ..... The shoemaker cut outer soles from the thicker cowhide.
- ..... The shoemaker cut the uppers for each shoe from the softest leather.
  
- ..... The shoemaker measured his threads.
- ..... He waxed a pig's bristle to each end of each thread.
- ..... He waxed each thread with beeswax.
- ..... He sewed the seams.
- ..... He put the uppers for one shoe in his vise.
- ..... He made holes around the edges of the uppers where they were to be sewed together.
  
- ..... Shoemaker Dan soaked the soles overnight in water.
- ..... The shoemaker chose his last.
- ..... He turned the last upside down and put the inner sole upon it.
- ..... He drew the uppers down over the last and the inner sole.
- ..... He put the upside-down boot across his knees.
- ..... He bent the bottom edges of the uppers back over the inner sole.
- ..... He laid the outer sole on top of the inner sole.

*(Go on to page 87.)*

“Whipping the Cat” (pages 228-243)

- ..... He cut a heel from the thickest cowhide.
  - ..... He put the shoe away for the sole to dry.
  - ..... He glued the inner and outer soles together.
  - ..... Shoemaker Dan tightened the strap on his jack to hold the boot in place.
  - ..... He made holes around the edges of the sole.
  - ..... He made holes around the edges of the heel.
  - ..... He pegged on the sole.
  - ..... He pegged on the heel.
- 

Shoemaker Dan used these things in his work. Write one of these words or phrases in the sentence which tells why Shoemaker Dan used that thing.

beeswax

pig bristles

maple wood

a last

a jack

1. .... was used to make shoe pegs.
2. .... was used to make the thread stiff and strong.
3. .... were used for needles.
4. .... was a piece of wood shaped like a foot, upon which the shoe could be fitted.
5. .... was used to hold the boot firmly in place between the shoemaker's knees.



## “Whipping the Cat” (pages 228-243)

Here are pairs of words which sound alike but do not mean the same thing. In each sentence below write in the word which has the right meaning.

heel	seem	piece	steel	fare	maid
he'll	seam	peace	steal	fair	made

1. It will ..... good to be at home again.
2. I must mend the ..... in your coat.
3. Tom says that ..... help me with the dishes.
4. One ..... on my shoe is worn down, but not the other.
5. Do you know how much the bus ..... is?
6. Tomorrow will be ..... and warm.
7. Train tracks are made out of .....
8. Tramps sometimes ..... a ride on a freight train.
9. Mrs. Gray has a ..... to do her work for her.
10. Jack ..... a model airplane and won a prize.
11. “Stop your quarreling and make ..... with one another,”  
begged Mother.
12. “Then I might have a ..... of cake for each of you.”

## “Whipping the Cat” (pages 228–243)

Below are names of things which would be seen or used in four shops in Hastings Mills. Under the name of each shop write the names of things that might be seen or used in that shop. Some names will need to be written in more than one place.

fulling machine	anvil	beeswax	leather	carding machine
wooden pegs	loom	bellows	saddles	yarn
leather apron	vise	hammer	shoes	
pig bristles	forge	ox yokes	saddlebags	
tenterhooks	harness	iron nails	barrel	

### Shoeshop

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### Blacksmith Shop

---

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---

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---

---

### Woolen Mill

---

---

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---

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---

---

---

### Harness Shop

---

---

---

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---

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---

# "Whipping the Cat" (pages 228-243)

## INDEX

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---

Let the index help you. Below are questions to which you might want to find the answers. In each question draw a line under the word you would look for in the index. On the line after each question write the page number to which you would turn. The first one is done for you.

1. How is glass made? 7  
-----
2. Is England an island country? -----
3. Do goats give as much milk as cows? -----
4. Who first discovered fire? -----
5. Do all wild geese fly south in winter? -----
6. What kinds of flowers grow on the desert? -----
7. Is a whale one of the fishes? -----
8. What colors are there in the flag of Norway? -----
9. How large is the earth? -----
10. How large are the farms in China? -----
11. Where did the name *gooseberries* come from? -----
12. Where do frogs spend the winter? -----
13. Is a guitar very much like a violin? -----
14. Are there any gold mines in Africa? -----

## The Wolf Hunt (pages 244-251)

In each sentence or pair of sentences there are two words which mean the same or nearly the same. Write the two words on the lines below the sentences.

1. The man was so poor that he hadn't a cent in his pocket. He was simply destitute (děs'ti tūt).

.....

2. "I hate to deny (de nī') you a good time," said Mother, "but I must refuse to let you go to the show today."

.....

3. Bill was so tired after his long trip that he was simply exhausted (eg zos'ted).

.....

4. I discovered that my back tire was flat. I am glad that I detected (de tēk'ted) it before I drove out of the garage.

.....

5. I hate people who tell lies. I simply detest (de tēs't') them.

.....

6. "A pony is my heart's desire (de zīr')," said Carl, "but I don't think that I will get my wish."

.....

7. I went down to the depot (dē'pō), and whom should I see at the station but my grandfather.

.....

8. Jack was a very good scholar. In fact, he was the best student (stū'dent) in the school.

.....

## The Wolf Hunt (pages 244-251)

### Wolves

A wolf looks very much like a lean dog, but it does not bark like a dog; it howls. The fur of the wolf is gray, and in cold weather the fur grows long and very thick.

The home of a wolf is a den. Wolf dens can be found in holes among rocks and sometimes in hollow trees.

Wolves are very wise. They seem to know where traps are hidden. Their good sense of smell helps them to stay away from hunters. This keen sense of smell also helps the wolves to find the tracks of animals they want to kill for food.

Wolves do not hunt alone; they hunt in groups called packs. They can run

very fast and can often catch other animals that are trying to run away from them. When they want to run down an animal, some of the wolves hide and wait until other wolves in the pack drive the animal toward them. Then the whole wolf pack springs upon the animal.

Wolves kill other animals for food. They will eat sheep, cows, pigs, horses, deer, and rabbits. A pack of wolves will not hurt a man unless they are cornered or unless they are very hungry.

The pioneers killed the wolves because wolves killed their pigs, sheep, and cattle. They used the fur of the wolves to make caps and robes.

1. Draw a line under the words which tell what wolves eat.
2. Write the name of the wolf's home. ....
3. Write the word which tells what a group of wolves is called. ....
4. Draw a line under the word which tells the sound a wolf makes.
5. Write the word which tells the color of a wolf's fur. ....
6. Write a sentence to tell one way in which a wolf is helped by a good sense of smell.

---

(Go on to page 93.)



## The Wolf Hunt (pages 244–251)

7. Write a sentence to tell another way in which a wolf is helped by a good sense of smell. \_\_\_\_\_

8. Think what each paragraph in the story on page 92 of the workbook is about. Then write the main idea of each paragraph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Use the title of the story on page 92 of the workbook and the main ideas of the paragraphs to make an outline.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Use your outline and plan what you will say if you are asked to tell your reading group what you learned about wolves.

## School Days (pages 252-266)

Certain signs told the people of Hastings Mills that a storm was on the way. Here are the signs. Number them in the way they appeared.

- ..... Slate-gray clouds gathered in the north and west.
- ..... The wind was from the south.
- ..... The clouds covered the sun and gave it a queer gray light.
- ..... Shoemaker Dan had an ache in his bones.
- ..... The snow came.
- ..... The sun disappeared.
- ..... A strange gray darkness covered the prairies.
- ..... The wind died down.
- ..... Everyone had a restless, uneasy feeling.
- ..... The wind rushed whistling from the north.

---

After each name write the word or words telling what that person donated to the school.

Mr. Carter .....

Pa .....

Ma .....

Grandma Fields .....

Mr. White .....

After the name of each book write the name of the owner or owners.

*The Blue-back Speller* .....

*The American Reader and Speaker* .....

*The Scholar's Arithmetic* .....

*Easy Lessons in Reading* .....

.....

*Primer, The First Book for Children*

.....

## School Days (pages 252-266)

Schools for pioneer children were very different from the schools of today. Which of these sentences make you think of a pioneer school? Which make you think of a school today? Write the words *Pioneer School* or *School Today* in front of each of the sentences.

- ..... 1. Boys sit on one side of the room and girls on the other.
- ..... 2. The teacher is almost always a man.
- ..... 3. The buildings are large and have a number of rooms.
- ..... 4. At night the building is lighted by lanterns.
- ..... 5. Pupils drink from a bubbling fountain.
- ..... 6. The seats and desks are benches.
- ..... 7. Pupils play on slides on the playground.
- ..... 8. The pupils write on slates.
- ..... 9. Each child has his own desk.
- ..... 10. Pupils all drink from the same dipper.
- ..... 11. Every pupil uses a number of books.
- ..... 12. The teacher uses a hickory stick.
- ..... 13. The school is heated by a stove.
- ..... 14. The school has a gym.
- ..... 15. Pupils write on blackboards.
- ..... 16. The teacher sits on a platform.
- ..... 17. The pupils have fire drills.
- ..... 18. Each schoolroom has many windows.

Jingle Bells



If you have never seen the bells that jingled when a bobsled or sleigh (slā) went by in the wintertime, you will want to know more about them. The bells looked like the picture above and were generally called sleigh bells. They were made of metal; and when they were new, they were bright and shiny.

Inside each bell was a small clapper. When the bell was moved, the clapper hit the side of the bell and made a jingling sound. A sleigh bell might have one opening or two openings to let out the

sound. The size of the bell, the number of openings, and the kind of metal from which the bell was made determined the kind of sound it made.

There were many sizes of bells, and the bells were fastened on a long leather strap. Sometimes only one size was put on a strap, but often two or more sizes were used. Most straps had as many as sixty sleigh bells. The strap was worn around the body of an ox or a horse so that when the animal walked, the bells shook and made a merry sound.

1. How many bells were on most straps? .....
2. From what were the bells made? .....

In the story "School Days" you read about three kinds of bells. Write their names on the lines below. Then write the names of other kinds of bells. Don't forget the kind told about on page 94 of *Singing Wheels*.

.....

.....

.....

## School Days (pages 252-266)

Are you weather-wise? Can you tell what kind of weather to expect by certain things you see out of doors? If you are as good as the pioneers, you can answer each of these questions by writing a sentence.

1. If you saw a fat bear walking lazily around looking for a place to sleep, what season of the year would be coming?

---

2. If the coats of the animals were thicker than usual, what would you predict?

---

3. If your grandfather was "as stiff as a log" and had an ache in his bones, what kind of weather would you predict?

---

4. If it were late autumn and the sun shone warm as in the summertime and the air was hazy, what would you call days like that?

---

5. If wildcats and other such animals came farther south than in ordinary years, what kind of winter would you predict?

---

6. If it were late autumn and the wind blew from the south, what kind of weather would that spell?

---

7. If the sky were full of slate-gray clouds with cold silvery edges, what would happen before night?

---

If you are not weather-wise enough to answer these questions, look on pages 130, 134, 174, 253, and 254 of your book.



## Reading, Writing, and Arithmetic (pages 267-278)

Each sentence or paragraph should make you think of someone or something you read about or saw in the pictures. Write the name of the person or thing on the line at the end of the sentence or paragraph.

1. When you are boarding around, doing a little of this kind of work and a little of that, you grow sick and tired of being a Jack-of-all-trades. ....

2. It was round and made of iron and had come by pack train all the way from the East. ....

3. It was made of pieces of wood bound round with iron. It stood on a bench by the door, and in it was half of a yellow gourd. ....

4. It was a branch from a certain kind of tree. The bark and small twigs had been removed from the branch. Not one scholar liked the feel of it. ....

5. It was made of leather with two holes for eyes. Scholars who did not behave had to wear it over their faces. ....

6. There was a wooden frame around its edge. A pencil was fastened to the frame with a piece of red yarn. ....

7. It was the body of a wagon with a sled under the front end and another sled under the rear end. ....

8. The sun and moon were pictured on its face, and every hour its bell rang. ....

9. It was a long leather strap with the end cut into nine strips or tails. ....

10. Every cold day he wrinkled his forehead, rubbed his knees, and complained that he was as stiff as a log. ....

11. It was made of logs piled "just so." .....

## Reading, Writing, and Arithmetic (pages 267-278)

depend   connect   provide   pretend   delay   protect   content   prevent

Each of the above words has a prefix. Write each word under the right prefix below. Then rewrite the word by syllables and put in the accent mark. Remember that in these words the prefix is unaccented.

con

pre

de

pro

In each sentence the prefix has been omitted from one word. Add the prefix.

1. Can I .....pend upon you to do your best?
2. Your raincoat will .....tect you from the rain.
3. I will be .....tent to stay at home and read.
4. The storm may .....vent the planes from flying.
5. Bring me that book without .....lay.
6. Who will .....vide the money for your trip?
7. Dad will .....nect the hose and water the lawn.
8. I will .....tend to be asleep.

## Reading, Writing, and Arithmetic (pages 267-278)

In each paragraph below there are three words which have the same or nearly the same meaning. Can you find the three words? Write them on the lines below the paragraph. The first one is done for you.

1. It was very still in the house. It was so silent that I am sure I could have heard a pin drop. The reason the house was so quiet was that everyone but myself was asleep.

still

silent

quiet

2. I like to ramble through the woods on sunny autumn days. I roam here and there among the trees. Then when I grow tired, I wander home again.

3. My dog has burs entangled in his coat. His hair is so tangled that the hair and the burs are all snarled up.

4. I joined a group of Boy Scouts down by the lake. As I mingled with the group, I saw a boy I knew. The more I mixed with the Scouts, the more friends I found among them.

5. I had scarcely opened the door when I heard the fire siren. I had hardly reached the steps when I saw the fire engine coming. I had barely reached the sidewalk before the engine went racing by.

6. Tom is the most stubborn boy I have ever known. He is determined to have his own way. He is so obstinate (ŏb'sti nit) that the other boys do not want him in their gang.

## Spelldown (pages 279–293)

Answer each question by writing a number, a name, or more than one name.

1. Who gave the boys and girls a surprising piece of information?  
.....
2. Who were to be the captains of the teams? .....
3. Who gave Tom a wise idea? .....
4. Who thought up the plot? .....
5. Who had a warm spot in her heart for Sam? .....
6. Who counted her chickens before they hatched? .....
7. How many boys were in on the plot the first day? .....
8. How many grownups were finally in on the plot? .....
9. Who helped out by doing the work of two people? .....
10. How many words were written on each paper? .....
11. How many people got caught by a rat in a trap? .....
12. Who were they? .....
13. When all the girls but Molly were spelled down, how many boys were still standing?  
.....
14. Who were they? .....
15. What was the prize? .....
16. Who made the most noise at the spelldown? .....
17. Who do you think won the prize? .....

Read each paragraph. Then in the upper left-hand corner of each picture write the number of the paragraph the picture illustrates. Under each picture write the name of the person shown.



1. Pa had promised to take Tom with him when he went down the river in the bobsled to take some cut logs to Mr. Lake. All day Tom thought more about the bobsled ride than he did about his schoolwork. Every problem he did that day was wrong. He ended up on a high stool in the corner with a dunce cap on his head.

2. The grownups enjoyed the spelldown so much that they decided to have one of their own. The women would have won that spelldown if it had not been that there was one person among the men who was a famous speller. He had been a famous speller when he was a boy, and he hadn't forgotten how to spell one single word in the *Blue-back Speller*. So, of course, he won the prize—a bullet pouch made of deerskin.

3. For days now the girls had been teasing the boys every morning at recess. The boys just had to get even. In the middle of the morning Si Lane thought up an idea. But why did he have to look around and whisper his plan to all the boys when the master was not looking? Si ended up on another stool in another corner with a brill over his eyes.



## Spelldown (pages 279–293)

Do this page as you have done similar pages in your workbook.

**air** (ār). 1. The gaseous mixture we breathe.

2. A breeze. 3. To state what one thinks.

4. A melody. 5. To ventilate.

1. Please give me time to air my views on the plan. ....

2. Open the window and air out this room. ....

3. Can you sing the air to “Yankee-Doodle”? ....

4. The air blew gently through the treetops. ....

5. The air is so cold that it stings my nose. ....

**spell** (spĕl). 1. To form a word by writing or

saying the letters correctly. 2. A charm.

3. To predict. 4. A space of time. 5. An attack of sickness.

1. Grandma Carter had a bad spell during the night. ....

2. The witch cast a spell over the king’s son. ....

3. I hope you know how to spell *separate*. ....

4. The look on Father’s face spelled trouble for Jim. ....

5. We have had a long hot spell this summer. ....

**ex pres’sion** (eks prĕsh’un). 1. A saying.

2. The look on one’s face. 3. The way one uses one’s voice to show feeling.

1. The expression on his face changed from fear to gladness. ....

2. “Don’t count your chickens before they hatch” is an old expression. ....

3. The expression with which he read showed that he understood how the people in the story felt. ....

# Spelldown (pages 279-293)

1	2	3	4	5	6
mid	skin	foot	brush	candle	step
moon	light	under	flakes	bed	light
foot	prints	star	steps	foot	side
deer	night	snow	light	door	path

Join the words in Row 1 with those in Row 2 to make compound words. Write the compound words on the lines below. Do Rows 3 and 4, 5 and 6 in the same way.

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

The compound words have been omitted from the following story. Write in the compound words. Be sure that the words make sense.

## A Pioneer Doctor

It was late at night, long after ..... Dr. Reed was making his way on foot to a cabin where a pioneer lay very ill. The ..... and the ..... shining on the snow made the world as bright as day. On the road in front of him, the doctor saw the ..... of a deer that had disappeared into the ..... when it heard the ..... of a man in the distance.

As Dr. Reed turned to walk up the ..... to the pioneer's cabin, ..... began to fall softly from the sky. He unbuttoned his ..... jacket and walked across the ..... into the cabin. In another minute he was at the ....., looking down through the ..... into the face of the sick pioneer.

## Whittling (pages 294–298)

Ma helped Grandma Carter when she was sick. Pioneers often helped each other. Turn to these pages and read about the times when the people of Hastings Mills worked together. After each page number below, write what the people did to help each other.

Page 95 .....

Page 114 .....

Pages 124–125 .....

Pages 126–128 .....

Page 191 .....

Page 201 .....

Page 247 .....

Page 255 .....

Pages 258–263 .....

Page 283 .....

Jim liked to whittle little figures out of wood. Carving out of soap is just as much fun. You can learn to make soap figures by reading the directions given below.

### Soap Carving

Before you can carve a soap figure, you must have some things to work with. You need a large bar of soap, a paring knife, some orangewood sticks (the kind used for the care of fingernails), and a newspaper on which to work. Cut the ends of the orangewood sticks so that some will be square, some pointed, and some round. Put the newspaper on a desk or a table and the soap and other things on the paper. Now you are ready to begin.

The first thing to do is to smooth off the bar of soap. Use the paring knife to cut a very thin layer from each side of the bar of soap. Shave off the name and all the raised edges so that the bar of soap will be smooth on all sides.

The next step is to draw a picture of the figure you wish to carve. Choose a simple figure, such as a rabbit sitting, a Christmas tree, a star, or a snowman. Draw the figure on a piece of paper that is smaller than the piece of soap you are going to use. When the picture is drawn, turn the paper over and with a soft pencil blacken all this side of the paper.

Now you must transfer the picture to the soap. Put the paper with the picture side up on the soap. Trace around the outside of the picture with a pencil. Be sure to hold the paper tightly in place on the soap as you trace. Take the paper away, and you will find that the picture will be seen on the soap.

The next step is to cut out the figure. Cut around the outside or outline of the figure with the paring knife. Cut all the way through the bar of soap. Then mark out with your knife or orangewood sticks all the lines that should appear on the inside of the figure. You will want some lines deeper than others. Use the pointed sticks for this. Keep turning the figure so that one side will not be cut too much and the other not enough.

Now for the finishing touches! First smooth off all the rough edges. Let the figure stand for twenty-four hours. Then rub the figure carefully and lightly with very soft paper. Be careful not to break off the corners. Then color your figure with water colors, keeping your brush as dry as possible. Follow these directions and make a soap carving.

*(Go on to page 107.)*

## Whittling (pages 294-298)

Think what each paragraph in the story on page 106 tells you. On the lines below write the main idea of each paragraph.

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

Now use the story title for your main heading and make an outline.

.....

.....

.....

.....

.....

.....

.....



## Telling Time

..... People learned to tell time long before they had clocks. The earliest timepiece was the sun. Its place in the sky divided the day into three parts—sunrise, noon, and sunset. The movement of the sun told how much of the day was gone. Soon men found that the shadow of a tree or a pole changed as the sun moved across the sky. This led men to make the sundial, which was marked off into hours. When the shadow of the bar on the sundial fell on an hour mark, it was that hour of the day.

..... The trouble with using the sun for a timepiece was that on cloudy days the time could not be told. So men made the water clock. It measured time by running or dripping water. The amount of water that ran from one jar to another told the number of hours that had passed. The hourglass, or sandglass, was really a kind of water clock, except that sand was used in it instead of water.

..... Another way of telling time was to tie knots in a piece of rope and set it burning. As each knot burned, an hour passed. A burning candle told time in the same way. The candle was

marked with colored lines; and when it had burned from one line to the next, an hour had passed.

..... The first clock was made more than nine hundred years ago. Early clocks were made with bells that rang to tell the hours. Some clocks told the hours by means of little figures that came out a door onto a shelf to dance or move about. The cuckoo clock is one of this kind. The cuckoo comes out a little door and calls "cuckoo" for each hour that has passed. Some of these old clocks told the day of the week and the day of the month, as well as the time of day.

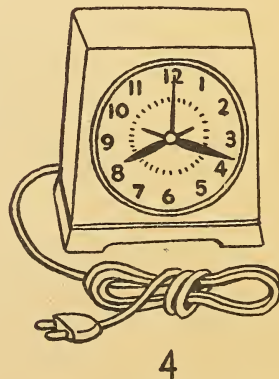
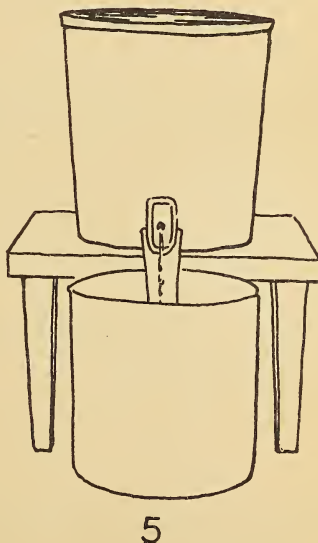
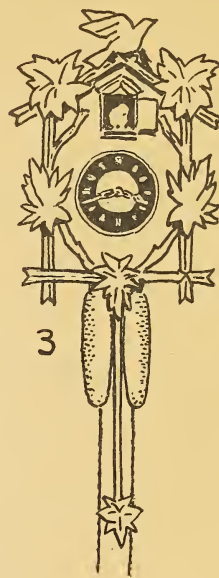
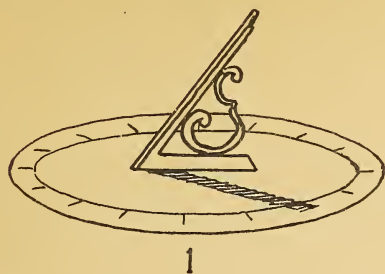
..... Most clocks that are made now are run by a spring which must be wound. As the spring unwinds, it moves the hands around the face of the clock. On the clock face are numbers which tell the hours of the day. Today many clocks are run by electricity. These clocks never have to be wound and never stop until the electricity is shut off.

In the olden days clockmaking was the work of a few families. Fathers taught their sons, and they taught their sons. Now very few clocks are made by hand.

*(Go on to page 109.)*

## The Christmas Clock (pages 299-309)

Here are pictures of the ways people have told time. Find the paragraph in the story "Telling Time," on page 108 of your workbook, that tells about each of these timepieces. Write the number of each picture in front of the paragraph that tells about that picture.



## The Christmas Clock (pages 299-309)

In each paragraph below are three words which mean the same or nearly the same. Write the words on the lines below the paragraph.

1. As I looked up, I saw a hare leaping lightly through the grasses. I had not expected to see a rabbit. It had been a long time since I had seen a cottontail near our house.

.....

2. Billy is always cheerful no matter what happens. I have never known anyone to be so lighthearted. It is a pleasure to know someone who is always so happy.

.....

3. Wild rabbits will injure (in'jer) your garden. They harm the young plants by eating the leaves. They damage (dām'ij) the plants, also, by nibbling away at the roots.

.....

4. Mr. Gray is very liberal (līb'er al) with his money. He is so unselfish that he sometimes gives away money that he needs himself. Everyone talks about how generous (jěn'er us) he is.

.....

5. The fire started in an instant. At the same moment someone yelled "Fire!" At the same second I saw the burning leaves.

.....

6. A man opened the door and kicked a dog down the steps. How could he be so hardhearted? I have never known anyone to be so unfeeling. I hate people who are so cruel (krōō'el).

.....

## Tinkerer (pages 310-316)

submit	complete	implore	surpass	persist	surround
permit	improve	subtract	collect	compel	collide

Each of the above words has a prefix. Write each word under the right prefix below. Then rewrite the word by syllables and put in the accent mark. In each word the prefix is not accented.

com

sub

per


im

sur

col


In each sentence one of the above words has been omitted. Can you write in the correct word to show that you understand its meaning?

1. When you ..... 3 from 5, the answer is 2.
2. I will ..... money for the Red Cross.
3. We may ..... if you come in the doorway as I am going out.
4. Will you go to bed of your own accord, or must I ..... you to go?
5. Jack is always telling me what to do. Now I am going to have my own way. I  
will not ..... to him any longer.
6. When you keep on doing something, you ..... in doing it.
7. There are flowers all around the pool. They ..... the pool.



## Peddlers

Perhaps you would like to know why peddlers were so important in pioneer days. Almost everything a pioneer and his family needed had to be made at home. There were some things that the pioneer could not make and other things that he could not make very well. That is why people in the West were always glad to see the peddlers who brought "store goods" from the East.

No doubt you can figure out for yourself how peddlers traveled from one pioneer settlement to another. Most of the time they walked with their packs strapped to their backs. Sometimes, if a peddler was more prosperous (prös'per-us), he drove a horse hitched to a small cart. Again, a pioneer might give the peddler a lift in his oxcart or horse-drawn wagon.

One well-known pioneer peddler was the dye peddler, who carried a supply of indigo and other dyes. He also sold sweet-smelling herbs which the pioneer woman used in her cooking. Some of

these herbs were boiled and were used for medicine (měd'i sin).

Almost every family was visited at some time or another by the clock peddler, who brought his clocks all the way from Connecticut (ko nět'i kut). Even today most clocks and watches are made in that state.

An important peddler was the tin peddler, who carried pots and pans and all kinds of things made of tin. Many of these tin peddlers were traveling tinkers as well as peddlers. They could fix almost anything in a pioneer cabin that needed fixing. They would sell their pots and pans and do mending on the same trip.

Another interesting peddler was the one who sold notions. Pioneer families needed many little things that they could not make for themselves. They could buy many of these things from the notion peddler, who sold needles, pins, buttons, thread, shoelaces, knives, lace, combs, and brooms.

*(Go on to page 113.)*



## Tinkerer (pages 310-316)

1. How many kinds of peddlers are told about in the story on page 112 of your workbook? Write the name of each kind on the lines below.

-----	-----
-----	-----

2. On the lines below write the names of six things you might buy at a notion counter in a store today.

-----	-----
-----	-----
-----	-----

3. Now make an outline for this story. Use the story title for your main heading. Think what each paragraph in the story is about. Then write the main idea of each paragraph. These main ideas will be your subheads.

-----
-----
-----
-----
-----
-----
-----
-----
-----
-----

## Merry Christmas (pages 317-325)

Imagine that you are visiting the Hastings cabin on Christmas Day. Read each of the phrases below. Write *See* in front of each phrase which tells about something you might see there; *Hear* in front of each phrase which tells what you might hear there; *Smell*, *Taste*, or *Feel* in front of each phrase which tells what you might smell, taste, or feel there. The first one is done for you.

- ..... Feel ..... the cold coming through the cracks between the logs
- ..... the ticking of the Christmas clock
- ..... three stockings on the back of Pa's big chair
- ..... fresh bread baking in the brick oven
- ..... a cheekful of peppermint candy
- ..... the happiness in the air
- ..... Ma's little wooden lamb
- ..... the whittling sound of a jackknife
- ..... a drink of warm, fresh milk
- ..... the rocking of Ma's low rocking chair
- ..... the Christmas table loaded with food
- ..... pies baking in the brick oven
- ..... the smoothness of a jackknife handle
- ..... fire crackling in the fireplace
- ..... a juicy mouthful of roast goose
- ..... an unfinished bootjack
- ..... a big bite of pumpkin pie
- ..... a goose roasting in a Dutch oven
- ..... the odor of onions in the dressing
- ..... a roast goose with its drumsticks in the air

## Merry Christmas (pages 317-325)

Try to remember the gifts you received last Christmas. Recall the gifts some of your best friends received. Then write on the lines below the names of twelve things which you enjoy but which children in the settlement of Hastings Mills could not possibly have received for Christmas. Check your spelling with your dictionary.

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

---

---

Your story did not tell you all the things the Hastings family had for Christmas dinner. It told a few things and left you to guess the rest. Recall the dinner Tom had at the inn. Recall also all the different kinds of food Ma had stored away for winter. Under the headings below write a menu for the Hastings' Christmas dinner. Write the menu for your last Christmas dinner.

### My Christmas Dinner

### The Hastings' Dinner

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

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Use the index to help you answer each of the following questions.

1. How many pages give information about boats used for pleasure? ..... What is the number of each page? .....
2. On what page could you find out how English trains differ from American trains?  
.....
3. How many pages give information about countries where camels are used for travel?  
..... What is the number of each page? .....
4. How many pages would you read to find out how much and what kinds of oil the tankers carry? ..... What are the page numbers? .....
5. What pages would you have to read to find out who invented the first airplane?  
.....
6. What page tells how a jet-propelled engine works? .....
7. On what page would you look to find out the difference between a donkey and a burro? .....



1. Write N for north at the top of the map, S for south at the bottom, W for west at the left, and E for east at the right.

2. Turtle Rock Inn was on the ..... bank of the river. Put 1 on the cross which stands for the inn.

3. Mr. Lake's cabin was on the ..... bank. Put 2 on the cross which stands for his cabin.

4. How far down the river did the bobsled go? What did Mr. Lake do then? Draw a line with a red crayon or pencil to show the path the bobsled took from the inn to the cabin. Number the path 3.

5. Draw a line with a blue pencil or crayon to show the path you think the bobsled took on the way back home. Number that path 4.

---



---

After each number below write the name of the numbered place on the map.

1. .... 3. ....

2. .... 4. ....



## Frozen River (pages 326-339)

Color helps to make a picture interesting. Telling the color of something helps you to picture that thing. In this story there are a number of words that tell you the color of something. Find the answers to these questions by reading the pages given below. Write the answers.

Page 326—What was pink? .....

What was white? .....

What stood out black against the light of the setting sun? .....

Page 334—What was black? .....

Page 335—What grew red? .....

What was a dark-brown molasses color? .....

Page 338—What had red and yellow lights? .....

Page 339—What two things were gray? .....

Sounds also help to give you a clear picture of something. Find the answers to these questions. Write the answers.

Page 326—What jingled gayly? .....

Page 327—What had a smooth, slippery sound? .....

Page 333—What squeaked? .....

Page 334—What jingled to a stop? .....

On these pages you will find other words that help you to picture the bobsled party. Find the answers to these questions. Write the answers.

Page 326—What was frosty? .....

Page 327—What were sharpshod? .....

Page 333—What was stinging cold? .....

What was hard-packed? .....

Page 337—What was sparkling? .....

The story below tells about the ground hog, whose other name is woodchuck. Read the story and then do what you are asked to do at the end of the story.

### The Woodchuck

The woodchuck makes its home near a fence or a tree or a pile of rocks. It digs out the dirt with its front feet and pushes the dirt back with its back feet to make a pile near the opening of the hole. The home also has a back door or two. The back doors are hidden and are used in time of danger.

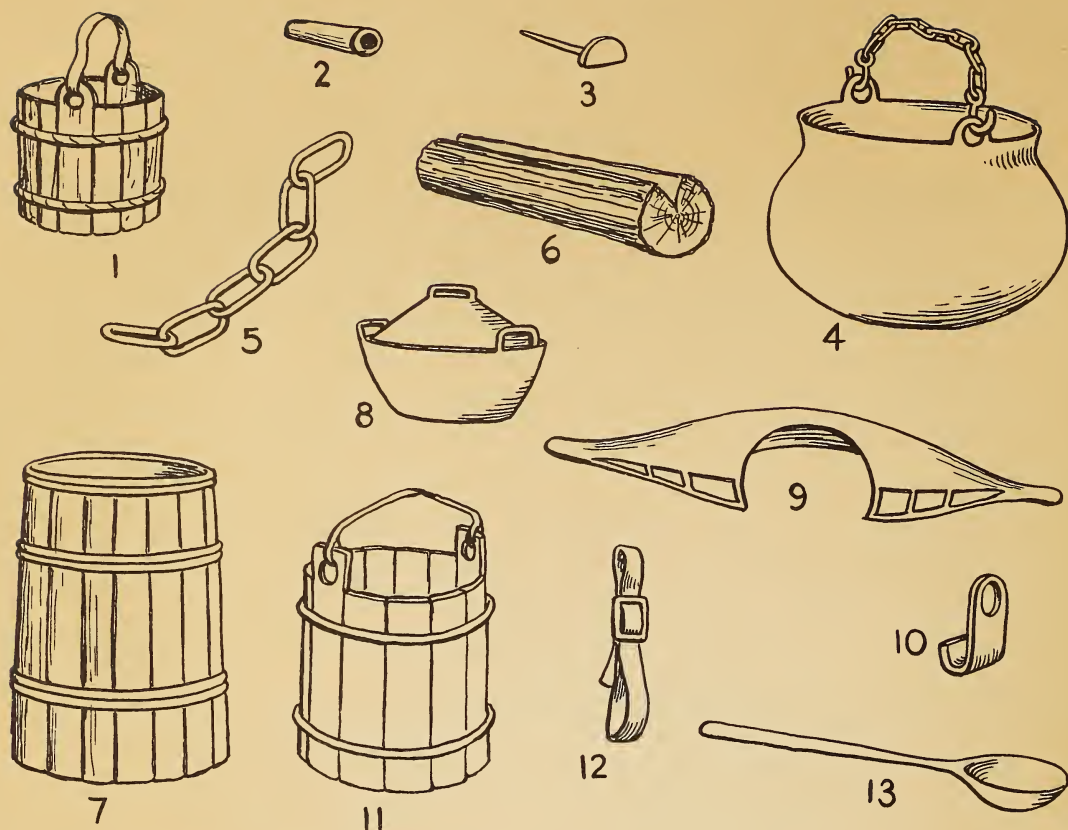
The woodchuck rests in the middle of the day and looks for food in the morning and early evening. It eats young grasses, plants in the farmer's garden, and fruit. When eating, the woodchuck will often sit up on its back legs and look around. If frightened, it will run for its home and disappear quickly in a shower of dirt which it digs up as it enters the hole.

The woodchuck is brown, with black feet. Its tail is wide and bushy and strong. When angry, this animal growls. At other times it grunts and whistles. When cornered, it is a good fighter. Because the hind legs are longer than the front legs, the woodchuck seems to roll from side to side as it runs.

The woodchuck sleeps all winter, and it is from this long winter nap that the animal is said to be waking on the second of February. If the woodchuck, or ground hog, sees its shadow on that day, it is supposed to go back to sleep for six weeks. If the woodchuck does not see its shadow, it knows that spring will soon come; so it does not go back to sleep.

1. Write the number of the paragraph that tells what the woodchuck eats. ....
2. Draw a line under the words that tell what noises the woodchuck makes.
3. Write the number of the paragraph that tells how the woodchuck makes its home. ....
4. Which paragraph tells what the harness maker meant when he said, "Maybe another spring is hiding round the corner"? .....

# Sap's Running (pages 340-348)



Here are the tools that Pa and Tom used when they were gathering sap and boiling it down into maple syrup. After each number below write the name of the numbered tool. Check your spelling with your book.

- |         |          |
|---------|----------|
| 1. .... | 8. ....  |
| 2. .... | 9. ....  |
| 3. .... | 10. .... |
| 4. .... | 11. .... |
| 5. .... | 12. .... |
| 6. .... | 13. .... |
| 7. .... |          |

## Sap's Running (pages 340-348)

Let the sense of the sentence tell you what the new word means.

1. The boys remembered the rules for being good woodsmen. They extinguished (eks tĩng'gwisht) the fire before they left the woods.

To extinguish is to .....

2. The house in which we live has been sold, and we have orders to vacate (vā'kāt) at once.

To vacate a house is to .....

3. The building was simply stupendous (stu pěn'dus). It covered an entire city block and reached forty stories into the air.

Stupendous means .....

4. The vocalist (vō'kal ist) sang many songs I knew.

A vocalist is a .....

5. When we saw the smoke, it was evident (ěv'i dent) to all of us that the house was on fire.

Evident means .....

6. When he saw Mother going out the door, the baby began to whimper (hwĩm'per).

To whimper is to .....

7. "How do you feel today?" the doctor asked his patient (pā'shent).

A patient is a .....

8. The snow was so deep and the weather so inclement (in klēm'ent) that I decided to stay in the house.

Inclement means .....

9. "These apples are such fine ones," said the storekeeper to the farmer, "that I will pay you the maximum (măk'si mum) price."

Maximum means .....



## Sap's Running (pages 340-348)

The word *travel* has been omitted from each sentence below. In some sentences *travel* will need one of these suffixes—*er*, *ing*, *s*, *ed*. Write in the missing words.

1. I love to ..... My good friend, Mr. Lane, is a great ..... He ..... all over the world. Once he ..... to Africa. I wish I could go ..... with him.

*Care* has been omitted from each of these sentences. In some sentences *care* will need one of these suffixes—*ful*, *ly*, *less*, *ness*. In some sentences *care* will need two of the suffixes.

2. Mother warned Carl to take ..... when he crossed the streets. At first he was very ..... He looked ..... to the right and to the left. Then he grew ..... When he darted out in front of a car, his ..... almost cost him his life.

*Enjoy* has been omitted from each of these sentences. In some sentences you will need one of these suffixes—*ment*, *able*.

3. Do you ..... T. V. programs? Jim found the programs so ..... that he didn't look up when someone came into the room. I have never known anyone to get so much ..... out of T. V. as Jim.

*Dark* has been omitted from each of these sentences. In each sentence *dark* will need one of these suffixes—*er*, *est*, *ness*.

4. The clouds grew ..... and ..... As Jack ran home through the ....., the ..... cloud of all seemed to be right over his head.



## Sugaring Off (pages 349-353)

Can you finish each of the following sentences without looking at your book? If not, look for the omitted words on the page given in front of each sentence.

Page 342      When the first spring days caused the sap to flow upward through the trunk and branches of a tree, the pioneers said that the sap was .....

Page 341      When holes had been bored in the sugar maples and sap had begun to run from the holes, the pioneers said the sap was .....

Page 347      The snow that came after the sap had begun to rise in the trees and that slowed up the rising was called .....

Page 346      When maple sap was lifted in a wooden ladle high above the iron kettle in which it was boiling and then was allowed to drop slowly back, the pioneers said that the sap was .....

Page 350      When maple syrup was boiled until it formed a soft ball when dropped into water, the pioneers said that the syrup was .....

Page 352      When maple syrup had boiled to the point where it began to turn into sugar, the pioneers said that the syrup was .....

Page 347      The time between the first flowing of the sap and the last was called the sap .....

Page 353      The last sap that came from the sugar maples was used to make syrup and .....

Page 341      When the first day of March was mild and sunny, the pioneers said that March was coming in like a .....

## Sugaring Off (pages 349–353)

Turn to the page given in front of each of the following sentences. Find a descriptive phrase which means the same as the underlined phrase in the sentence. Write the descriptive phrase on the line below the sentence.

Page 342—The snow was full of holes made by dripping icicles.

-----

Page 342—The icicles went on melting and melting.

-----

Page 342—The snowbanks were getting smaller.

-----

Page 341—Then without warning spring was in the air.

-----

Page 344—The fire felt good in the cold air of early morning.

-----

Page 344—Pa built a big hot fire.

-----

Page 342—The snow almost disappeared from the tree branches.

-----

Page 349—This white, fresh snow won't last forever.

-----

Page 350—Then what a crowding and pushing there was!

-----

Page 350—Into each bowl Ma poured a spoonful of maple syrup.

-----

Page 352—The boiling of the syrup for that night was over.

-----

## Sugaring Off (pages 349-353)

Do this page as you have done similar pages in your workbook.

**flat** (flăt). 1. A set of rooms on one floor of an apartment building. 2. Smooth or level. 3. Low lands over which the sea flows when the tide is in. 4. Singing below pitch in music.

1. Her voice was flat when she sang that last song. ....
2. We live in the second-floor flat. ....
3. We walked near the flats and watched the waves roll in. ....
4. The top of this box is flat enough to write on. ....

**stick** (stik). 1. A long, thin piece of wood. 2. To stab or make a hole in something. 3. To push forward. 4. Something long and slender which looks like a stick of wood.

1. I will divide my stick of candy with you. ....
2. Stick your head out the window. ....
3. This pin is sticking into me. ....
4. We need dry sticks for the fire. ....

**deep** (dēp). 1. The ocean. 2. Extending far down or into something. 3. Hard to understand. 4. Dark in color.

1. The ship sailed far out over the deep. ....
2. We could see the valley deep down between the hills. ....
3. This book is too deep for me. ....
4. The sky was a deep blue. ....

**Bears**

Bears are clumsy animals with short necks, round heads, pointed noses, and small eyes. They are covered with hair which is brown or black, although some bears that live near the North Pole have white fur.

The bear's foot has five toes and long, strong claws. Its paws are covered with hair. The track it makes looks much like the mark of a man's hand. A bear's paws are very strong. A bear uses its paws to hit any animal that fights with it. The bear's claws help it to climb trees, but the animal spends most of its life on the ground. A bear seems to move slowly, but it can run fast when it is chasing something.

Bears live on grass, grain, roots, nuts, berries, fruit, bugs, frogs, mice, eggs, fish, birds, and honey.

When the cold weather comes, the bear finds a cave for itself in a hillside, a hole in the rocks, or a quiet spot where it can cover itself with leaves, grass, and dirt with only a hole for air. Here the bear stays for the winter without eating.

The young bears are called cubs. Each mother bear has two cubs. The mother bear takes care of her cubs for two years. During the first winter the bear cubs sleep with their mother. After that, however, the cubs must find winter beds for themselves.

Think what each paragraph is about. Make your own outline.

## Bee Tree (pages 354-362)

In each sentence or group of sentences there are two words with opposite meanings. Write the two words on the lines below.

1. There were twenty-one present at the meeting, and six people were absent.

.....

2. Jack always scampered home from school, but Billy sauntered along with the other boys.

.....

3. Why did you kindle a fire in such dry woods? Get some dirt and smother this fire at once.

.....

4. You may think you are clever to be able to ride on the handle bars of Dick's bicycle. I think you are very stupid.

.....

5. Why are you always so glum? I would like to see you cheerful for a change.

.....

6. There were many people on hand to await the arrival (a rīv'al) of the plane. At the time of its departure the next day, there were very few onlookers because of the rain.

.....

7. The army advanced ten miles that day before the guns of the enemy forced it back. The soldiers retreated five miles before nightfall.

.....

8. As the two men made their way through the jungle, Jim was alert to all the sounds around him. Bill walked along as if he were unconscious (un kōn'shus) of the danger he was in.

.....



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Use the index to help you answer the following questions.

- How many pages would you read to find out about the Indians who lived on the prairies? ..... What is the page number? .....
- How many pages would you read to find out about the Indians who lived along the shores of the Atlantic Ocean? ..... What is the number of each page?  
.....
- How many pages would you read to find out about the Indians of the Southwest?  
..... What is the number of each page? .....
- How many pages would you read to find out about hedges in England? .....  
What is the number of each page? .....
- What page would you read to find out whether it is cold in Lapland? .....
- What pages would you read to find out about the people of Lapland? .....
- How many pages would you read to find out how many different kinds of animals are cared for by herdsmen? ..... What is the number of each page?  
.....

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